

**REPORT OF THE
MINISTERIAL ADVISORY COMMITTEE
ON
CANADIAN REGIONAL PUBLISHING**



Nova Scotia

Department of
Education

Halifax, 1983

35✓



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ON
CANADIAN REGIONAL PUBLISHING

"The best way for our schools to teach
our children about Canada is with
Canadian books" -

Mel Hurtig

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INTRODUCTION

In response to a growing concern over the limited use of Canadian publications in schools and libraries, the Minister of Education, Honourable Terence R. B. Donahoe, formed an advisory committee in the spring of 1982.

Membership

The Committee members included:

William McCurdy, Chairman--Former printer, publisher and President of
Canadian Periodical Publishers Association

Shirley Elliott--then Legislative Librarian

*Marilyn MacDonald--Editor, Atlantic Insight

Angela Rebeiro--Executive Director, Atlantic Publishers Association,
Canadian Book Information Centre

*Ms. MacDonald resigned in the autumn of 1982 and was not replaced on the Committee.

Germaine Comeau--Curriculum Development Officer, Centre provincial de
ressources pédagogiques, Université Ste. Anne

Greg Cook--Executive Director, Writers' Federation of Nova Scotia

Charles Burchell--Former Director Canadian Booksellers Association,
Bookseller--President and Manager, "The Book Room"

Kathie Swenson, Secretary to the Committee--Senior Educational
Advisor, Nova Scotia Department of Education

Terms of Reference

The terms of reference given to the Committee included reporting to
the Minister within a year on:

- a) the number of local publications which are available for use in
the province's classrooms, school libraries and regional
libraries,
- b) the extent to which there is an awareness of these local publica-
tions among teachers and librarians,
- c) the extent to which these publications are currently being used in
classrooms and libraries,

- d) how local publishers might respond to provincial and regional needs and priorities.

The Minister also asked the group to suggest ways in which open lines of communication could be established between publishers, schools, libraries and the Department of Education.

At one of its earliest meetings the committee decided that to consider only "local" publications would severely limit the scope of its work. They, therefore, asked the Minister to expand their mandate to include "Canadian" publications, while maintaining a focus on the Atlantic region. The Minister agreed.

Methodology

The Advisory Committee met monthly to consider material gathered in the following ways:

- a) background information provided by the Department of Education on the
 - i) number of Canadian and local publications included on the current list of authorized materials (See page 7 and Appendix A)
 - ii) funds available to school boards to use for textbook acquisition (See Appendix B)

- iii) textbook evaluation procedures
- iv) Department's communication links with the schools via its own publications
- v) operation of the School Book Bureau
- b) comparative information gathered from the other provinces and territories including:
 - i) a definition of "Canadian" (See Appendix C)
 - ii) textbook evaluation procedures
 - iii) policy statements on the use of Canadian materials (See Appendix C)
- c) briefs submitted in response to an invitation issued by the Committee (See Appendix D)
- d) presentations made to the Committee by resource people invited to speak on a specific aspect of the group's mandate (See Appendix E)

THE PROBLEM

"There is no single definition of what constitutes a Canadian learning resource. The term has been applied to materials which are written or edited by Canadians, printed and manufactured in Canada, published by Canadian publishers and to those materials which reflect 'a Canadian point of view' or include Canadian content."¹

The extent to which definitions vary was determined early in the committee's deliberations when a cross-Canada survey of definitions was carried out (see Appendix C). Closer to home, the group discovered that within the Department of Education itself there was no formal definition or even any common understanding of the term. (The committee has been pleased to note that the curriculum section of the Department appears to have now adopted the Alberta definition--See Appendix C).

Information gathering from around the province and across the country did reveal one thing on which there is agreement, and that is

"The present level of Canadian learning materials is inadequate."²
(both in classrooms and libraries)

1. Canadian Learning Materials in Elementary and Secondary Education,
Association of Canadian Publishers, Canadian School Trustees
Association. 1981, page 91

2. *ibid*, page 94

The concern over the general lack of Canadian publications and particularly their lack in schools, became a major issue in the 1970's all across Canada. The problem, however, is not a new one.

"Lord Durham's report on conditions in Upper Canada in 1839 stressed the evils of permitting American textbooks to be used in the schools."³

The Canadian School Trustees Association in concert with the Association of Canadian Publishers released a study in 1981 on Canadian Learning Materials in Elementary and Secondary Schools. In that report Nova Scotia was damned by faint praise as it was reported that in this province "there is a trend toward Canadian written and produced material," but that the "attitude toward Canadian content is casual."⁴

It was difficult for the Advisory Committee to examine directly the "trend" referred to by the Canadian School Trustees Association's study and determine just how "casual" the attitude really is, and often this information had to be deduced indirectly from various sources. Perhaps the most readily available information related to the use of Canadian textbooks in the province's schools. This issue will, therefore, be considered first.

3. Ibid, page 6

4. Ibid, page 24

TEXTBOOKS

As indicated earlier, the Committee began its work by interviewing appropriate staff of the Department of Education in an attempt to determine:

- a) what definition of "Canadian" is used to describe authorized learning materials;
- b) how textbooks are evaluated and selected for inclusion on the authorized lists;
- c) the provincial policy on Canadian materials.

Interviews with those responsible for the curriculum section of the Nova Scotia Department indicated that the Department of Education appears to have no formal policy on the use of Canadian materials. Informally, the rule of thumb used in textbook selection is Canadian first, Canadian adaptations second, and all others next.

Despite this unofficial rule, actual practice indicates that an alarming number of American publications are being added to the authorized lists each year. When asked to identify the number of "Canadian" and regional publications on the authorized lists, it became apparent that there was no clear definition of "Canadian". To comply with the Committee's request, the Alberta definition was used to compile the statistics found in Appendix A.

Alberta defines as "Canadian" "any learning resource which is:

- authored by a Canadian or landed immigrant,
- about Canada, presents a Canadian perspective or is designed to meet Canadian needs.

Additional merit is awarded if it is edited by a Canadian or landed immigrant; published, produced or manufactured in Canada."

Using this definition the authorized book lists were analyzed by the curriculum staff.

The number of authorized Canadian publications appears very uneven across the curriculum (see Appendix A). While it is recognized that in some subject areas Canadian materials simply are not readily available, the Committee was particularly concerned over the large number of American listings in English Language Arts, an area where Canadian materials are perhaps available in the greatest number. Other areas of concern are those subjects in which the principal text utilized is American.

One of Nova Scotia's publishers conducted its own analysis of the 1982-83 lists with the following results:

	Total	Foreign					
	Suppliers	U.S.	%	Canadian	%	Atlantic	%
Elem.							
List	159	99	62.2	48	30.1	12	7.5
Jr.-Sr.							
High							
List	161	99	61.4	50	31.4	12	7.4

These statistics appear to more than justify the concern over the lack of Canadian texts in the classroom and to confirm the fact that regional publications have barely made their presence felt in Nova Scotia classrooms.

In Nova Scotia

"course revision and text selection are separate processes, using TASK FORCES and outside EVALUATORS"¹

Curriculum guidelines have, in recent years, been developed by ad hoc groups called task forces. Evaluation and selection of learning materials to implement these guidelines has then been carried out by a number of

¹. A Guide to the Elementary and Secondary Educational Market in Atlantic Canada. Learning Materials Consulting Services. 1982

individuals, (identified by the curriculum consultant), who review the book (or materials) not only in isolation from the group who wrote the guidelines, but without having a chance to compare the book with other available (and perhaps comparable) resources.

In reviewing the textbook evaluation process, it was disappointing to note: (a) that there are no comprehensive guidelines for evaluation, and (b) that although reference is made to the identification of racial and sexual biases, no reference is made to the presence or absence of Canadian content.

"By definition selection of textbooks requires the use of a set of explicit and implicit criteria"²

The practice of providing multiple listings for each subject and each grade level, although it has obvious advantages, may have been carried to an unnecessary extreme. It was discovered, for example, that during the previous academic year 3,100 titles were included on the authorized lists. Of those, 900 titles were purchased in quantities of fewer than ten and many were not selected at all. (See Appendix F).

The Committee was left with the impression that the authorized lists are less than effective because they:

2. Canadian Learning Materials in Elementary and Secondary Education, page

- a) provide incomplete information on each listing; that is, not even the author's name is given (which creates a problem when books have the same or similar titles);
- b) are not arranged in a manner that is consistent with the order forms from the School Book Bureau;
- c) list materials with which large numbers of teachers are unfamiliar;
- d) are not widely used by individual classroom teachers, because the authorized lists seldom get beyond the curriculum supervisor (or perhaps at best the principal) because of the limited quantities distributed.

Nimbus, a Halifax based publisher, noted in its submission to the committee, that

"relatively few publishers supply the vast majority of textbooks in this province."

An analysis of textbook sales included in the Nimbus submission showed the following:

<u>1969</u>		<u>1976</u>		<u>1981</u>	
Ginn	\$370,000	McGraw-Hill	\$659,000	*Gage	\$619,000
McGraw-Hill	232,000	Ginn	544,000	McGraw-Hill	415,700
*McClelland &		Addison-Wesley	434,000	Ginn	373,100
Stewart	130,000	Gage	316,000	Addison-Wesley	256,200
Addison-Wesley	124,000	Holt, Rinehart		Holt, Rinehart	
*Gage	120,000	& Winston	244,000	& Winston	244,600
SRA	110,000	*Fitzhenry &		*Nelson	233,200
Copp Clark	104,000	Whiteside	163,000	heath	179,600
Holt, Rinehart		Prentice-Hall	163,000	Prentice-Hall	175,100
& Winston	93,000	Nelson	150,000	**Macmillan	70,600
Macmillan	85,000	*Macmillan	139,000	Copp Clark	63,400
Dent	72,000	Merrill	120,000		
Nelson	51,000				
Total Text Budget:					
	\$1.7 million		\$3.7 million		\$3.8 million
Canadian Total:					
	\$250,000		\$302,000		\$922,800
Canadian percentage of total:					
	14%		8%		24%

*Canadian Publisher

**Macmillan was sold to Gage in April, 1980

These figures make it obvious that the percentage of the total amount of money spent by the Nova Scotia Department of Education with Canadian publishers, while increasing, is still less than acceptable.

It should be pointed out that this analysis does not include the sales of the two Nova Scotian "suppliers". Their sales* ranged as follows:

	<u>1970</u>	<u>1975</u>	<u>1981</u>
H. H. Marshall	\$6,000	\$109,000	\$43,000

	<u>1973</u>	<u>1975</u>
Petheric Press	\$1,000	\$3,500

Of the over 3,100 titles on the 1982 authorized list, 1,084 were reported to be Canadian publications and 13 were locally produced.

*These expenditures were not necessarily for Canadian materials.

RECOMMENDATIONS

Textbooks

It is recommended that:

1. The Department of Education adopt and clearly articulate a definition of "Canadian" as it relates to learning materials. The committee would further recommend for the Minister's consideration the following definition:

"A book is considered to be Canadian if it is:

- a) written, designed or produced by a Canadian, or is
- b) about Canada or presents a Canadian perspective or is designed to meet Canadian needs, AND is
- c) published in Canada.

Notwithstanding the above definition, consideration should be given to material which is

- d) edited and/or translated by a Canadian
- e) manufactured in Canada"

2. The Minister of Education make a policy statement indicating that Canadian content should be an integral part of the curriculum from P-12 in all subject areas; and further that this statement be included in the front of both the Public School Program document and the authorized booklists.
3. The Minister encourage school boards to adopt their own policy of support for Canadian materials.
4. The Curriculum Development section of the Department of Education be charged with the responsibility of reviewing existing curriculum and the current lists of authorized learning materials with a view to identifying those areas which do not currently contain Canadian content with a view to developing a long range plan which would rectify the situation.
5. Department of Education staff be directed to demonstrate how regionally developed materials can be used to supplement existing curriculum guidelines.
6. The Curriculum Development staff circulate reviews of authorized Canadian materials (in every subject area) to teachers on a regular basis in order to assist in textbook selection.
7. A compendium of reviews of all new listings accompany the authorized booklists when they are issued.

8. The current method of textbook evaluation be reviewed and that consideration be given to:
 - a) linking textbook evaluation and selection to curriculum development by utilizing curriculum committees to develop guidelines and to recommend the appropriate authorized materials to accompany them,
 - b) publishing and circulating (to publishers, school boards, and teachers) a comprehensive set of evaluative guidelines and criteria by which textbooks are selected.
9. The list of authorized materials be revised:
 - a) to reduce the total number of listings;
 - b) to include more complete information about the titles; for example, the editor or author's name;
 - c) to include, when appropriate, more of the publications of the Nova Scotia Museum and the Public Archives of Nova Scotia;
 - d) to reconcile the inconsistencies between the authorized list of materials and the School Book Bureau order form (that is, by using the same format and a standard publisher's code).

- e) to provide wider distribution (of the lists) to teachers. (This could be accomplished by using newsprint and thus not increasing printing costs.)
10. The district school boards be encouraged to establish resource centres containing sample copies of the materials contained on the authorized lists, which could be reviewed by teachers and administrators before textbook selection is made.
 11. The Department of Education provide each school board with one copy of each newly listed Canadian text for inclusion in such resource centres.
 12. The Department of Education develop a list of supplementary materials produced in the Atlantic region and further designate one per cent of present credit allocation to school boards to be earmarked for these regionally produced learning materials. (Based on 1982-83 allocations (see Appendix B), this would range from \$68.00 for Hantsport to \$6,263 for Halifax County-Bedford District School Board.)
 13. An incentive be offered to school boards to purchase approved Canadian materials with the five per cent allocation currently available to them for buying learning materials not on the authorized list. The incentive could take the form of doubling the amount available if Canadian materials are purchased.

14. A study be undertaken by the appropriate staff of the Department of Education to outline suitable alternatives with a view to phasing out the School Book Bureau and utilizing local booksellers wherever possible.
15. The Department of Education publish an addendum to the authorized book lists semi-annually in order to reduce the time lag in getting new materials into classrooms.
16. The Minister of Education earmark \$50,000 annually from existing curriculum funds for the development of Canadian/local materials designed to meet an existing curriculum need.

SCHOOL LIBRARIES

"School libraries offer students only a small fraction of the Canadian books available . . . The absence of these Canadian materials from school libraries means that students are being denied access to a substantial amount of useful information about Canada, Canadians and the community in which they live. School libraries are reinforcing the failure of school textbooks to provide for a Canadian education in every subject area and level."¹

Many difficulties related to the libraries in the province's schools are outlined in the report of the Minister's Task Force on School Libraries which was issued in March, 1981. These more widespread concerns simply magnify the problem of getting appropriate Canadian and regional resources on the library shelves. Although for the past decade there has been a growing national concern over the lack of "Canadian" texts in the classroom,

"No such parallel stress has been placed on the need for Canadian books in school libraries . . ."²

1. Canadian Books in Canadian Schools: A Case Study Report of Work Group on Educational and Library Materials of the Toronto Board of Education

- page 15, Association of Canadian Publishers, Toronto, 1977

2. *ibid*, page 32

School library materials in Nova Scotia, as in most other provinces, are neither prescribed or authorized, nor is there a coordinated provincial purchasing policy. There is no longer a standard rate of funding for school libraries under the new funding arrangements, which leaves the allocation for libraries to the board's discretion. This has resulted in a wide variation in funding levels.

The Committee found it virtually impossible to determine accurately the extent to which Canadian materials can be found in school libraries. With the co-operation of a small group of school librarians, some data were gathered on the libraries of one school system--Halifax District School Board (see Appendix G). This board is known to have one of the best school library systems and, rather than relying exclusively or primarily on volunteer staff, it is served by a co-ordinator and professional librarians. Furthermore, the co-ordinator has a keen awareness of the need for Canadian materials. For these reasons, it can be assumed that the information presented on the Halifax system represents one of the most favourable pictures in the province with respect to Canadian materials. From this information and from interviews with representatives of the Nova Scotia School Librarians Association, impressions were formed which are supported by the following report from a national study.

"The Cotter Survey of elementary libraries was based on 254 recommended Canadian titles. The average Canadian book was found in only 1/3 of the libraries surveyed."³

³. Canadian Learning Materials in Elementary and Secondary Education--A Literature Review, page 26

If anything, this comment may be a little optimistic for most Nova Scotia libraries. Information collected from the research section of the Department of Education indicates that 410 schools report having libraries and, of these, 62 schools have part-time librarians and only 31 have full-time librarians.

A 1980 report of a survey conducted by the Nova Scotia School Librarians Association revealed some interesting facts on the status of school libraries.

138 schools reported no libraries or (bookstocks)

81 schools reported bookstocks under 1,000

99 schools reported bookstocks between 1,000 - 1,999

68 schools reported bookstocks between 2,000 - 2,999

64 schools reported bookstocks between 3,000 - 3,999

45 schools reported bookstocks between 4,000 - 4,999

58 schools reported bookstocks between 5,000 - 9,999

14 schools reported stocks over 10,000

Over half the schools in Nova Scotia have fewer than 300 students and this large number of relatively small schools may account, to some extent, for the limited bookstocks recorded above. There are numerous cases, however, of large schools with small bookstocks and small schools with relatively large bookstocks. With a major portion of the province's school libraries so limited in bookstocks of any type it is not surprising that the Canadian content is severely limited or non-existent.

Untrained and/or part-time librarians often choose an expedient method of book selection which frequently includes ordering from the catalogues of American wholesalers. This method of selection provides the librarian with materials from a variety of sources which have already been catalogued. This may be a more convenient, but a more costly method of book acquisition. Although the catalogues frequently include a limited number of Canadian books, they contain virtually no Atlantic books.

This situation is not peculiar to Nova Scotia alone, the Canadian Library Association having reported in 1976 that:

"A recent survey indicated only 24.2% of school librarians had contact with publishers' representatives and only 4.9% ever had personal contact with a publisher."¹

These figures probably over-estimate the present situation in Nova Scotia where catalogue ordering or "one stop shopping" is a way of life. The bulk of buying is done via catalogue because many publishers' representatives have stopped coming to Nova Scotia.

¹ Canadian Learning Materials in Elementary and Secondary Education--A Literature Review, page 46. Association of Canadian Publishers and Canadian School Trustees Association. 1981.

This claim is substantiated by the submission made to the Committee, by the Atlantic Provinces Booksellers Association with their statement that:

"Many of the librarians and institutional buyers do the bulk of their buying through wholesalers and jobbers in Ontario or the United States."

They went on to suggest:

"We would like to look into the possibility of setting up with publishers/librarians some central cataloguing system."

In a 1980 report on Selection Aids for Saskatchewan Schools the Saskatchewan Department of Education found that "libraries do not use selection aids (e.g., Canadian Materials for School, a journal which provides indepth critiques for schools) consistently and indeed may be unaware of the many tools available which review Canadian resources." There is every reason to suppose that this statement also holds true for Nova Scotia.

If the school library is to be considered as an integral part of the school's curriculum, then the current practice of selecting library materials is not acceptable. Greater collaboration must take place between curriculum developers, teachers and school librarians. Closer communication between teacher and librarian is also critical if the library is to

provide adequately the resource and support materials required by teachers and their students. Local booksellers must also be included in these deliberations and new and imaginative ways must be sought (a) to provide the teacher/librarian with the opportunity, whenever possible, to shop in person; and (b) to encourage them to select from Canadian/local catalogues when in-person shopping is not possible.

RECOMMENDATIONS

School Libraries

It is recommended that:

1. The Minister of Education publish annually a document (similar to circular 15 in Ontario) which would include an annotated listing of all those Canadian materials, print and non print, which are considered suitable and useful for school libraries.
2. The Department of Education designate a percentage of the funds now allocated to school boards to be used for school libraries and 50% of that allocation be directed to the purchase of Canadian materials.
3. The publications of the Nova Scotia Museum and the Public Archives of Nova Scotia, when appropriate, be included in all school libraries (through a one-time-only initial grant of materials to be provided by the Department of Education).
4. The Minister of Education recognize, for teacher certification credit, a half-course in Canadian materials for all school librarians.
5. School librarians be encouraged to meet periodically with regional librarians to discuss Canadian book selection and needs of their constituents to maximize the limited resources available.

6. Recommendations 1-4 and recommendation 6 of the report of the Minister's Task Force on School Libraries be reconsidered for implementation with a view to including a statement on the use of Canadian and regional materials in the policy, the standards and the 3-5 year plan. These recommendations are that:

- (i) The library not be considered just another "subject" department in the school, in competition for funding and attention, but that it be given special consideration as a basic support service, and be accorded a special commitment by the Nova Scotia Department of Education and the local school boards.
- (ii) The Nova Scotia Department of Education issue an authoritative statement setting forth its policy on school libraries, and further that:

This statement clearly outline not only the responsibilities of the Department in this regard, but also the duties and responsibilities of school boards, superintendents, principals, teachers and school library personnel, and

Such a statement be included in the next revision of the Public School Programs.

- (iii) The Nova Scotia Department of Education initiate a plan to develop and expand school library services throughout the province and set minimum standards for such services.

- (iv) The Nova Scotia Department of Education use its School Library Committee to put into action such a plan, to implement standards, as well as dealing with matters related to school libraries, and
 - (v) The Nova Scotia Department of Education initiate a 3-5 year plan for the development of school library service at the district level, throughout the province.
-
- 7. The Minister encourage school boards to urge their librarians to purchase books and materials through local booksellers and Canadian publishers.
 - 8. The Department of Education ensure that all schools receive the catalogues of Canadian publishers and wholesalers.
 - 9. The Department of Education consider, on a more frequent basis, the bulk purchase (from local publishers or booksellers) and distribution of local publications for inclusion in all school libraries (as has been done and is now being done).
 - 10. School librarians/teacher librarians be made aware of and encouraged to take advantage of the offer of the Canadian Book Information Centre (CBIC) to provide individual and group workshops on selected resources for Canadian materials and that the librarians take greater advantage of the CBIC Books on Loan Programme for further evaluation of Canadian materials.

11. The Canadian Learning Materials Centre publicize the Canadian model library project through the consultant school libraries.
12. The Atlantic Provinces Booksellers Association be encouraged to work with the Nova Scotia School Librarians Association and Provincial Library staff to explore the feasibility of establishing a central cataloguing system.
13. The Department of Education urge school boards to utilize more fully the "Writers in Community" and "Writers in the Schools" programs of the Writers' Federation of Nova Scotia.
14. The co-ordinator of school libraries distribute the Children's Book Centre Catalogue to elementary schools.

REGIONAL LIBRARIES

The Nova Scotia Provincial Library is the central agency responsible for providing grants and services to the eleven regional libraries which provide province-wide library and bookmobile service. Each regional unit has complete autonomy with respect to book selection, although cataloguing and processing are carried out by the Technical Services Division of the Provincial Library at its headquarters in Halifax.

The region places its purchase orders directly with the supplier, who in turn ships the books to the Provincial Library. The three major suppliers are Nicholas Hoare, of Montreal; National Book Centre, of Toronto; and Baker and Taylor, of Somerville, New Jersey. Nicholas Hoare offers a discount of 30%, plus shipping charges, whereas Baker and Taylor offer 38½% on the American price with the shipping costs being borne by the library. At one time the Baker and Taylor service was very attractive, but with the current unfavourable exchange rate on the American dollar, it now offers little advantage over the services of Canadian suppliers. In the past it has generally been the practice to acquire non-Canadian materials from Baker and Taylor, while relying on the two Canadian suppliers for Canadian titles.

For those titles published in the Atlantic Provinces, the libraries have been almost wholly dependent on the local booksellers or direct access to the Atlantic publishers. The regional libraries are very supportive of the booksellers, despite complaints of slow service. There is also a

regret that in certain areas of the province there is a total lack of bookstores. All but one of the regions purchase local titles directly from local booksellers or publishers, who ship them to the Provincial Library for cataloguing. This process is necessary if the titles are to be included in UTLAS (University of Toronto Automated System), which provides a record of the holdings of its subscribers across Canada. The Provincial Library has been a participant since November, 1980.

There is a feeling among regional libraries that Atlantic publishers and booksellers have not been aggressive enough in promoting their new titles, yet they admit they themselves must share some blame. In the past they have complained that Canadian periodicals have tended to focus on reviews of non-Canadian titles, giving them little assistance in selecting local materials. Their complaint is no longer valid, however, with the advent of the Atlantic Provinces Book Review, the annual listing of the Writers' Federation of Nova Scotia, and the emphasis on local titles in the Saturday book section of the Halifax Chronicle Herald. Last, but by no means least, reference should be made to the establishment of the headquarters of the Atlantic Publishers Association at the Killam Library, Dalhousie University, which has served to create a new awareness of publishing in this region.

An analysis of the Canadian titles contained in six of the Regional Libraries was undertaken by Department of Education staff. A summary of the results of this study are shown below:

<u>Regional Library</u>	Total Number of <u>Holdings</u>	Total Number of <u>Canadian Titles*</u>
Annapolis	96,574	456
Cape Breton	148,777	551
Colchester	115,658	475
Cumberland	51,053	357
Pictou	103,422	522
Western	95,361	497

A more detailed breakdown of the survey is contained in Appendix H.

*The Canadian Titles counted include

- a) 3,600 titles on the Canadian Book Information Centre Checklist
- b) Atlantic Book and Periodical Publishers Catalogue
- c) Writers' Federation of Nova Scotia Gift List
- d) Read Right Across Canada
- e) Titles included in English 412 (Canadian Literature) guidelines
- f) Canadian Books for Children, 1982

The table should therefore not be read to be exhaustive of all books meeting the Alberta definition of "Canadian".

RECOMMENDATIONS

Regional Libraries

It is recommended that:

1. The definition of Canadian materials adopted for textbooks be applied to library books as well.
2. The Provincial Library encourage regional libraries to utilize the Canadian Book Information Centre (CBIC) display program of Canadian books.
3. The provincial library distribute the Atlantic Publishers Association (APA) catalogue and the Atlantic Provinces Book Review to every acquisitions librarian in regional libraries.
4. Consideration be given earmarking 25% of the provincial allocation to regional libraries for purchase of Canadian and local materials.
5. Regional libraries be encouraged to utilize the "Writer in the Community" program of the Writers' Federation of Nova Scotia (WFNS).
6. Co-operation between school libraries and regional libraries be encouraged and the provincial library staff and the consultant school libraries be charged with the responsibility of developing plans for appropriate joint activities of the two groups.

TEACHER EDUCATION

In surveying the degree to which teachers and librarians are aware of Canadian materials, the Committee concluded that the lack of emphasis on Canadian content and materials in teacher training programs is a significant factor.

This observation is supported by others writing on the topic. In a 1982 publication, Jim Lorimer noted:

"There are very few courses in this region, or in the rest of the country either at the Bachelor of Education or graduate level, that are designed to familiarize teachers with Canadian and regional materials".

Ann Drimer in her submission to the Committee commented:

"It is not sufficient to produce materials. Teachers must be made aware of them and be educated in their use".

Paul Robinson observed from his perspective as a teacher-educator:

"Local publications get used, if and when the teacher has the time and opportunity to find them", and he concluded that "teachers are not trained in identification, evaluation and use of either local or Canadian materials".

RECOMMENDATIONS

Teacher Education

It is recommended that:

1. A half-course on Canadian learning materials be included as mandatory in pre-service teacher training for certification.
2. Courses in Canadian learning materials be recognized for credit toward an increase in teacher certification.

PUBLISHING

"At the present time Canadian educational book publishing is dominated by foreign-owned firms."¹ This well established fact provides the background against which the Committee viewed the status of publishing in the Atlantic region.

Before focusing on Atlantic publishing, a quick overview of publishing on the national scene showed that multinational publishers have a number of advantages which make it difficult for wholly owned Canadian firms to compete. Mel Hurtig in his publication Never Heard of Them--They Must Be Canadian suggested that the Canadian market is inadequate to support a full range of educational publishing.

The advantages enjoyed by multinational publishers include:

1. easy access to working capital
2. a supply of books which can be "adapted" for Canadian use
3. access to research and consultative assistance
4. greater capacity for marketing and distributing finished product²

1. Canadian Learning Materials in Elementary and Secondary Education, page 39

2. Ibid, page 38

Publishers, both Canadian and multinational, agree that there is no single Canadian education market because of provincial jurisdiction over education and the independent routes by which curriculum is developed. There has not even been such a market within the Atlantic region, which would at first glance appear to lend itself to a co-operative, if not common, approach. The Atlantic Publishers Association Guide to Elementary and Secondary Learning Materials points out

"The educational market in Atlantic Canada is divided into four separate and distinct markets."

As a result, the tendency has been for Canadian publications to focus on the urban Ontario market with token reference to the other regions of the country.

Provincial policies on textbook authorization further compound the problem. The days of a single authorized text are gone and the current practice is to have multiple listings, which require publishers to spend considerable time and money promoting their authorization directly to schools.

In their submission to the Committee, the Centre for Canadian Studies at Mount Allison states that "there is abundant evidence today that local publishers can and do produce excellent materials at competitive prices", but goes on to admit that "The full realization of the great economic and

educational benefits that can be obtained from local publication will depend upon close co-operation between publishers, schools, universities, libraries and the Department of Education."

The Nova Scotia Teachers Union in its brief, however, argues that:

"While there are many would-be textbook publishers in the Maritimes, there are, in fact, no textbook publishers in the Maritimes. The foregoing is not intended to imply that we do not have the capability within Nova Scotia of producing textbooks of a quality that would be satisfactory to the needs of Nova Scotia classrooms."

The Atlantic Publishers Association provided the Advisory Committee with a list of publishers in the four provinces (See Appendix I). Of the 12 firms listed, few have the capacity to undertake educational publishing on their own.

The Nova Scotia School Boards Association comments:

"Most truly local publishers are trade publishers. The best of their books can become a valuable addition to a school library, or might become a supplement to the classroom textbooks."

They identify the problems of regional publishing as:

- "1. a limited market size which is aggravated by declining enrolments and is fragmented by the English/French factor
2. multiple listings of an authorized list
3. widespread economic restraint
4. competition from computer software development."

Nimbus, a Halifax based publisher, supports the points raised in the Nova Scotia School Boards Association brief and notes that:

"given the state of publishing in Nova Scotia today--there is no educational industry."

"It is the large publisher with extensive editorial and marketing capability that can compete successfully. Even if a small, local or regional publisher should develop a text and succeed in having it listed, there is no guarantee that adequate sales will result."

Breakwater Publishers of Newfoundland states the situation in more positive terms:

"there is available within the region proven expertise in publishing that can cater to and meet the needs of the Department of Education" and further suggests that "a dramatic turnaround could result if the Governments of the four Atlantic Provinces would co-operate on the development of a unified policy vis a vis regional publishers."

Their submission concludes that

"it is to the economic advantage of the Nova Scotia Government to adopt policies of support for those publishers in the region who are willing and able to participate in developing books and materials for the school curriculum."

Local printer Doug McCallum told the Committee that not enough books are printed in the Atlantic region to make it economically feasible for a Nova Scotia printer to compete with Ontario firms. Mr. McCallum explained that the somewhat limited printing and binding capability in the region is only one aspect of the publishing process which also includes editing, layout, graphics, paste up, proofreading and marketing.

The Committee repeatedly heard the request that Nova Scotia pursue a policy of co-publishing which would allow local publishers to utilize their present capacity while at the same time developing their expertise by working with another publisher whose capabilities are somewhat greater. The Canadian Book Publishers Council (which includes both Canadian and multi-national publishers) has indicated a degree of support for this concept. In recent weeks such a proposal is under active consideration by a number of government departments.

RECOMMENDATIONS

Publishing

It is recommended that:

1. Displays of regional publications be organized by the Atlantic Publishers Association and the Canadian Learning Materials Centre in conjunction with the regular meetings of regional librarians and the Nova Scotia School Librarians Association.
2. The Department of Education (through the Co-ordinator of School Libraries) distribute the Atlantic Publishers Association catalogue to school librarians every 18 months.
3. The Department of Education explore the feasibility of co-publishing with a local publisher any further tendered projects (e.g., textbooks and Museum publications.)
4. The Minister of Education urge his cabinet colleagues to share information on any publications being proposed by Government Departments during the inception stage, so that they may be considered for possible school use by the Department of Education.

5. The Department of Education utilize local publishers to produce supplementary materials.
6. A system of "legal deposit" of all Nova Scotia publications be initiated--either with the Provincial Library or Legislative Library.

FRENCH LANGUAGE MATERIALS

This report has been confined to a consideration of English language materials. The Committee recognizes the needs of the Acadian population in Nova Scotia and commends the Centre provincial de ressources pédagogiques for its excellent work on behalf of the province's Francophones.

The problems faced by the English language publishers in Canada and the region, as great as they are, are less serious than the problems of publishers attempting to meet the diverse needs of Canada's Francophones.

Centre provincial de ressources pédagogiques bases its work on specific teacher needs and produces materials based on the province's curriculum guidelines. The actual printing of French language materials often, however, can be more economically done in Quebec than in the Atlantic region. French publishers, like their English counterparts, try to get away from contexts that are too local in order to ensure wider marketability.

RECOMMENDATIONS

French Language Materials

It is recommended that:

1. The government consider given special consideration to underwriting French publications in fields where French materials are not available.
2. The process for adding French Canadian texts to the authorized lists be refined to eliminate a lengthy time lag.
3. French curriculum should not be merely a translation of English but should be developed from the French perspective.

CONCLUSION

"Despite the emphasis on Canadian studies, use of Canadian education materials and the development of a Canadian publishing industry, non Canadian learning materials continue to dominate the education system."¹

The work carried out by the Advisory Committee would indicate that this reflects the situation in Nova Scotia. The lack of awareness of the existence of Canadian and local materials by teachers and librarians is compounded by present bureaucratic processes and the current period of fiscal restraint.

The Nova Scotia Teachers Union brief notes that teachers are not always fully aware of available classroom materials and do not always have the final say as to what materials are selected for their classroom.

"regardless of whether they should or not, teachers often place higher emphasis on such factors as readability, visual attractiveness and pedagogical features, than on geographic and cultural origin of the book they are selecting."

¹. Canadian Learning Materials in Elementary and Secondary Education, page

Gary Saunders, of the Department of Lands and Forests, who has worked for years in the province's schools distributing print materials, showing films and providing teacher in-service, speaks of the lack of integration into the curriculum of locally produced materials and concludes that "it takes something more than good materials to make it happen."

Ann Brimer of the Canadian Learning Materials Centre agrees and states

"the largest single barrier, to curriculum change in general and the development of a regional context for education in particular, is attitude."

The committee is encouraged that during its period of deliberation a number of new initiatives have been undertaken by various government departments which suggest a serious concern over the status of publishing in the province.

Attitudes, however, are not easily changed and if they are to be changed at all there will be a need for all of the constituent groups to work together. As the Atlantic Provinces Booksellers Association put it

"if regionally produced books and publications are to find their way into Nova Scotia schools and libraries, there must be greater co-operation between government, librarians, publishers and booksellers and a greater awareness of each other's concerns and problems."

In conclusion, some of the problems which the committee has identified cannot be solved within the context of the Department of Education alone, but will require the co-ordinated efforts of several government departments. Therefore the question of how local publishers might respond to regional needs and priorities cannot be fully answered because there are many aspects related to publishing for the Department of Education that fall outside the jurisdiction of that Department. In recognition of this fact, we therefore urge the Minister of Education to place before the Policy Board of the Province of Nova Scotia a request for a review of the province's publishing policy and the operation of the Government Bookstore, with a view to co-ordinating efforts of all government departments in seeking opportunities for co-publishing with the region's publishers.

RECOMMENDATIONS

Conclusion

It is recommended that:

1. The Atlantic Publishers Association, Canadian Book Information Centre, Writers' Federation of Nova Scotia, Canadian Learning Materials Centre, and Atlantic Provinces Booksellers Association co-ordinate their activities and continue to offer their services to the 22 school boards in the province by providing:
 - a) displays of Canadian materials;
 - b) teacher in-service,
 - c) librarian in-service;
 - d) the "Writer in the Community" and "Writer in the Schools" projects.
2. The Department of Education (through its English consultant) distribute the newsletter of the Writers' Federation of Nova Scotia to all English teachers in the province.

3. The Department of Education's curriculum section convene an annual meeting for information exchange with the Canadian Book Information Centre, Canadian Learning Materials Centre, Atlantic Publishers Association and Writers' Federation of Nova Scotia.
4. The Department of Education organize annually a workshop for school board curriculum supervisors and representatives of the Atlantic Publishers Association, Canadian Book Information Centre, Writers' Federation of Nova Scotia and Canadian Learning Materials Centre.
5. The Government of Nova Scotia explore the possibility of initiating a "Half Back" program, similar to Ontario's, to support Canadian and local publications.

SUMMARY OF RECOMMENDATIONS

Textbooks

It is recommended that:

1. The Department of Education adopt and clearly articulate a definition of "Canadian" as it relates to learning materials. The committee would further recommend for the Minister's consideration the following definition:

"A book is considered to be Canadian if it is:

- a) written, designed or produced by a Canadian, or is
- b) about Canada or presents a Canadian perspective or is designed to meet Canadian needs, AND is
- c) published in Canada.

Notwithstanding the above definition, consideration should be given to material which is

- d) edited and/or translated by a Canadian
- e) manufactured in Canada"

2. The Minister of Education make a policy statement indicating that Canadian content should be an integral part of the curriculum from P-12 in all subject areas; and further that this statement be included in the front of both the Public School Program document and the authorized booklists.
3. The Minister encourage school boards to adopt their own policy of support for Canadian materials.
4. The Curriculum Development section of the Department of Education be charged with the responsibility of reviewing existing curriculum and the current lists of authorized learning materials with a view to identifying those areas which do not currently contain Canadian content with a view to developing a long range plan which would rectify the situation.
5. Department of Education staff be directed to demonstrate how regionally developed materials can be used to supplement existing curriculum guidelines.
6. The Curriculum Development staff circulate reviews of authorized Canadian materials (in every subject area) to teachers on a regular basis in order to assist in textbook selection.
7. A compendium of reviews of all new listings accompany the authorized booklists when they are issued.

8. The current method of textbook evaluation be reviewed and that consideration be given to:
 - a) linking textbook evaluation and selection to curriculum development by utilizing curriculum committees to develop guidelines and to recommend the appropriate authorized materials to accompany them,
 - b) publishing and circulating (to publishers, school boards, and teachers) a comprehensive set of evaluative guidelines and criteria by which textbooks are selected.
9. The list of authorized materials be revised:
 - a) to reduce the total number of listings;
 - b) to include more complete information about the titles; for example, the editor or author's name;
 - c) to include, when appropriate, more of the publications of the Nova Scotia Museum and the Public Archives of Nova Scotia;
 - d) to reconcile the inconsistencies between the authorized list of materials and the School Book Bureau order form (that is, by using the same format and a standard publisher's code).

- e) to provide wider distribution (of the lists) to teachers. (This could be accomplished by using newsprint and thus not increasing printing costs.)
10. The district school boards be encouraged to establish resource centres containing sample copies of the materials contained on the authorized lists, which could be reviewed by teachers and administrators before textbook selection is made.
11. The Department of Education provide each school board with one copy of each newly listed Canadian text for inclusion in such resource centres.
12. The Department of Education develop a list of supplementary materials produced in the Atlantic region and further designate one per cent of present credit allocation to school boards to be earmarked for these regionally produced learning materials. (Based on 1982-83 allocations (see Appendix B), this would range from \$68.00 for Hantsport to \$6,263 for Halifax County-Bedford District School Board.)
13. An incentive be offered to school boards to purchase approved Canadian materials with the five per cent allocation currently available to them for buying learning materials not on the authorized list. The incentive could take the form of doubling the amount available if Canadian materials are purchased.

14. A study be undertaken by the appropriate staff of the Department of Education to outline suitable alternatives with a view to phasing out the School Book Bureau and utilizing local booksellers wherever possible.
15. The Department of Education publish an addendum to the authorized book lists semi-annually in order to reduce the time lag in getting new materials into classrooms.
16. The Minister of Education earmark \$50,000 annually from existing curriculum funds for the development of Canadian/local materials designed to meet an existing curriculum need.

School Libraries

it is recommended that:

1. The Minister of Education publish annually a document (similar to circular 15 in Ontario) which would include an annotated listing of all those Canadian materials, print and non print, which are considered suitable and useful for school libraries.
2. The Department of Education designate a percentage of the funds now allocated to school boards to be used for school libraries and 50% of that allocation be directed to the purchase of Canadian materials.

3. The publications of the Nova Scotia Museum and the Public Archives of Nova Scotia, when appropriate, be included in all school libraries (through a one-time-only initial grant of materials to be provided by the Department of Education).
4. The Minister of Education recognize, for teacher certification credit, a half-course in Canadian materials for all school librarians.
5. School librarians be encouraged to meet periodically with regional librarians to discuss Canadian book selection and needs of their constituents to maximize the limited resources available.
6. Recommendations 1-4 and recommendation 6 of the Report of the Minister's Task Force on School Libraries be reconsidered for implementation with a view to including a statement on the use of Canadian and regional materials in the policy, the standards and the 3-5 year plan. These recommendations are that:
 - (i) The library not be considered just another "subject" department in the school, in competition for funding and attention, but that it be given special consideration as a basic support service, and be accorded a special commitment by the Nova Scotia Department of Education and the local school boards.
 - (ii) The Nova Scotia Department of Education issue an authoritative statement setting forth its policy on school libraries, and further that:

This statement clearly outline not only the responsibilities of the Department in this regard, but also the duties and responsibilities of school boards, superintendents, principals, teachers and school library personnel, and

Such a statement be included in the next revision of the Public School Programs.

- (iii) The Nova Scotia Department of Education initiate a plan to develop and expand school library services throughout the province and set minimum standards for such services.
 - (iv) The Nova Scotia Department of Education use its School Library Committee to put into action such a plan, to implement standards, as well as dealing with matters related to school libraries, and
 - (v) The Nova Scotia Department of Education initiate a 3-5 year plan for the development of school library service at the district level, throughout the province.
7. The Minister encourage school boards to urge their librarians to purchase books and materials through local booksellers and Canadian publishers.
8. The Department of Education ensure that all schools receive the catalogues of Canadian publishers and wholesalers.

9. The Department of Education consider, on a more frequent basis, the bulk purchase (from local publishers or booksellers) and distribution of local publications for inclusion in all school libraries (as has been done and is now being done).
10. School librarians/teacher librarians be made aware of and encouraged to take advantage of the offer of the Canadian Book Information Centre (CBIC) to provide individual and group workshops on selected resources for Canadian materials and that the librarians take greater advantage of the CBIC Books on Loan Programme for further evaluation of Canadian materials.
11. The Canadian Learning Materials Centre publicize the Canadian model library project through the consultant school libraries.
12. The Atlantic Provinces Booksellers Association be encouraged to work with the Nova Scotia School Librarians Association and Provincial Library staff to explore the feasibility of establishing a central cataloguing system.
13. The Department of Education urge school boards to utilize more fully the "Writers in Community" and "Writers in the Schools" programs of the Writers' Federation of Nova Scotia.
14. The co-ordinator of school libraries distribute the Children's Book Centre Catalogue to elementary schools.

Regional Libraries

It is recommended that:

1. The definition of Canadian materials adopted for textbooks be applied to library books as well.
2. The Provincial Library encourage regional libraries to utilize the Canadian Book Information Centre (CBIC) display program of Canadian books.
3. The provincial library distribute the Atlantic Publishers Association (AFA) catalogue and the Atlantic Provinces Book Review to every acquisitions librarian in regional libraries.
4. Consideration be given earmarking 25% of the provincial allocation to regional libraries for purchase of Canadian and local materials.
5. Regional libraries be encouraged to utilize the "Writer in the Community" program of the Writers' Federation of Nova Scotia (WFNS).
6. Co-operation between school libraries and regional libraries be encouraged and the provincial library staff and the consultant school libraries be charged with the responsibility of developing plans for appropriate joint activities of the two groups.

Teacher Education

It is recommended that:

1. A half-course on Canadian learning materials be included as mandatory in pre-service teacher training for certification.
2. Courses in Canadian learning materials be recognized for credit toward an increase in teacher certification.

Publishing

It is recommended that:

1. Displays of regional publications be organized by the Atlantic Publishers Association and the Canadian Learning Materials Centre in conjunction with the regular meetings of regional librarians and the Nova Scotia School Librarians Association.
2. The Department of Education (through the Co-ordinator of School Libraries) distribute the Atlantic Publishers Association catalogue to school librarians every 18 months.
3. The Department of Education explore the feasibility of co-publishing with a local publisher any further tendered projects (e.g., textbooks and Museum publications.)

4. The Minister of Education urge his cabinet colleagues to share information on any publications being proposed by Government Departments during the inception stage, so that they may be considered for possible school use by the Department of Education.
5. The Department of Education utilize local publishers to produce supplementary materials.
6. A system of "legal deposit" of all Nova Scotia publications be initiated--either with the Provincial Library or Legislative Library.

French Language Materials

It is recommended that:

1. The government consider given special consideration to underwriting French publications in fields where French materials are not available.
2. The process for adding French Canadian texts to the authorized lists be refined to eliminate a lengthy time lag.
3. French curriculum should not be merely a translation of English but should be developed from the French perspective.

Conclusion

It is recommended that:

1. The Atlantic Publishers Association, Canadian Book Information Centre, Writers' Federation of Nova Scotia, Canadian Learning Materials Centre, and Atlantic Provinces Booksellers Association co-ordinate their activities and continue to offer their services to the 22 school boards in the province by providing:
 - a) displays of Canadian materials;
 - b) teacher in-service;
 - c) librarian in-service;
 - d) the "Writer in the Community" and "Writer in the Schools" projects.
2. The Department of Education (through its English consultant) distribute the newsletter of the Writers' Federation of Nova Scotia to all English teachers in the province.
3. The Department of Education's curriculum section convene an annual meeting for information exchange with the Canadian Book Information Centre, Canadian Learning Materials Centre, Atlantic Publishers Association and Writers' Federation of Nova Scotia.

4. The Department of Education organize annually a workshop for school board curriculum supervisors and representatives of Atlantic Publishers Association, Canadian Book Information Centre, Writer's Federation of Nova Scotia and Canadian Learning Materials Centre.
5. The Government of Nova Scotia explore the possibility of initiating a "Half Back" program, similar to Ontario's and support Canadian and local publications.

APPENDIX A

Number of Canadian and Local Publications
on the Current List
of Authorized Materials

CANADIAN TEXTS

SUBJECT	TOTAL	CANADIAN	LOCAL
Art Education		1	
Business Education	46	41	
Home Economics			
Industrial Arts, Intermediate Industrial	44	14	3
Mathematics	47	25	
Music	17	6	
Physical Education	27		6
Science Education	80	53	1
Social Studies	152	126	1
German			
Latin			
Spanish			
French		11	
(French Language Arts	166	166	
(Art	1	1	
(Health	17	17	
(Mathematics	9	9	
(Naturel Science	9	9	
(Home Economics	11	9	
(Social Studies	32	31	1

SUBJECT	TOTAL	CANADIAN	LOCAL
English Language Arts	924	556	1
Career Education	9	9	
TOTALS	1491	1084	13

Canadian Texts

Art Education

Number of Canadian student texts - 1
(There are 3 Canadian teacher resource texts.)

Business Education

Total number of texts - 46
Number of Canadian publications - 41
Number of local publications - nil

Home Economics

No student books are listed.

Industrial Arts, Intermediate Industrial

Total number of texts - 44
Number of Canadian publications - 14
Number of local publications - 3

Mathematics

Total number of texts, elementary - 14
Number of Canadian publications, elementary - 4
Number of local publications, elementary - nil

Total number of texts, secondary - 33
Number of Canadian publications (7-9) - 9
Number of local publications (7-9) - nil

Number of Canadian publications (10-12) - 12
Number of local publications (10-12) - nil

Number of Canadian publications (Adjusted Math) - 3

Music

Total number of texts, elementary - 8
Number of Canadian publications - 3
Number of local publications - nil

Number of texts, secondary - 9
Number of Canadian publications - 3
Number of local publications - nil

Number of Canadian texts (Acadian) - 4

Canadian Texts, cont'd

Physical Education

Total number of texts, elementary - 19

Number of local publications - 4

Total number of texts, secondary - 8

Number of local publications - 2

Science Education

Total number of texts, elementary - 17

Number of Canadian texts, elementary - 11

Total number of texts, secondary - 63

Number of Canadian publications (7-9) - 24

Number of Canadian publications (10-12) - 18

Number of local publications (10-12) - 1

Social Studies

Total number of texts - 152

Number of Canadian publications - 126

Number of local publications - 1

(There are also 10 pupil/teacher resource which are used as pupil texts in some schools which are Atlantic produced.)

German

There are no texts which are Canadian produced on the listings.

Italian

There are no texts which are Canadian produced on the listings.

Spanish

There are no texts which are Canadian produced on the listings.

French

Number of Canadian publications, elementary - 6

Number of Canadian publication, secondary - 5

Canadian Texts, cont'd

Acadian Studies

French language arts

Total number of texts - 166
Number of Canadian publications, elementary - 108
Number of Canadian publications, secondary - 58

Art

Total number of texts - 1
Number of Canadian publications, elementary - 1

Health

Total number of texts - 17
Number of Canadian publications, elementary - 6
Number of Canadian publications, secondary - 11

Mathematics

Total number of texts - 9
Number of Canadian publications, elementary - 7
Number of Canadian publications, secondary - 2

Naturel Science

Total number of texts - 9
Number of Canadian publications, elementary - 9

Home Economics

Total number of texts - 11
Number of Canadian publications - 9

Social Studies

Total number of texts - 32
Number of Canadian publications, elementary - 31
Number of local publications, secondary - 1

Canadian Texts, cont'd

English language arts

Total number of texts, elementary - 340

Number of Canadian publications, elementary - 282

Total number of texts, secondary - 290

Number of Canadian publications, secondary - 195

Number of local publications, secondary - 1

Total number of texts, special education - 194

Number of Canadian publications, special education - 79

Career Education

Total number of texts - 9

Number of Canadian publications - 9

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APPENDIX B

1982-83 Credit Allocation by Board

District Number	District	Total Credit
001	Annapolis District	\$ 103,523.
002	Antigonish District	112,700.
003	Cape Breton District	526,907.
004	Clare-Argyle District	85,606.
005	Colchester East Hants	297,229.
006	Cumberland District	166,474.
007	Dartmouth District	300,679.
008	Digby District	59,800.
009	Guysborough County District	70,104.
010	Halifax District	399,004.
011	Halifax County-Bedford District	626,037.
012	Hants West District	85,123.
013	Inverness District	125,120.
014	Kings County District	253,146.
015	Lunenburg County District	201,296.
016	Northside/Victoria District	194,235.
017	Pictou District	256,289.
018	Queens District	62,744.
019	Richmond District	74,392.
020	Shelburne County District	82,524.
021	Yarmouth District	81,535.
022	Hantsport Board of School Commissioners	<u>6,831.</u>
	TOTAL	<u>\$4,171,298.</u>

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APPENDIX C

Provincial Responses

SUMMARY

Definition of "Canadian" Content

Alberta

- any learning resource
- authored by a Canadian or landed immigrant
- about Canada, presents a Canadian perspective or designed to meet Canadian needs
- additional merit is awarded if it is - edited by a Canadian or landed immigrant; published, produced or manufactured in Canada.

British Columbia

- written, published and usually printed in Canada

Manitoba

- developed and published in Canada for use in Canadian schools

New Brunswick

- no definition

North West Territories

- no definition

Ontario

- written by Canadian authors and printed and bound in Canada

Prince Edward Island

- published in Canada by a Canadian publisher

Quebec

- no definition but criteria for evaluation of materials includes "activities and examples which reflect the lifestyle of the pupil in Quebec milieu."

Saskatchewan

- no official definition but assumed to mean "written by Canadians or which have Canadian content."

Yukon

- no iron clad definition.

PROVINCIAL POLICIES ON CANADIAN CONTENT IN TEXTBOOKS

Alberta

- Curriculum materials "preferential rating shall be given to those materials that, upon preliminary examination or proposed production design, have Canadian content."

British Columbia

- "All factors being equal, preference will be given to material which is authored and published in Canada. If no suitable Canadian materials are available, consideration will be given to Canadianized and Canadian published material and lastly to foreign authored and published materials."

Manitoba

- Preference will be given to
 - a) materials developed and published in Canada for use in Canadian schools;
 - b) materials adapted for use in Canadian schools;
 - c) materials developed and published in other countries.

New Brunswick

- All things being equal, priority is given to educational materials of Canadian origin.

North West Territories

- No policy. "Canadian materials can be even more foreign to our students than American materials are to southern students."

Ontario

- Textbooks for use in Grades 1-12 must be listed in circular 14 and fall within the definition of Canadian.

Prince Edward Island

- No official policy--preference is given to: provincial publications; Atlantic publications; Canadian publications; Canadianized publications.

Quebec

- Concern is presentation of provincial milieu and local content.

Saskatchewan

- No written policy but attempt authorize Canadian textbooks and recommend bibliographies of Canadian learning resources.

Yukon

- No policy, select appropriate Northern materials both Canadian and Alaskan.

June 23, 1982

Dear

The Minister of Education, the Honourable Terence R. B. Donahoe, has recently appointed a committee to advise him on matters related to local and Canadian publishing. The group is focusing on:

- a) the number of local publications which are available in the province's classrooms, school libraries and regional libraries.
- b) the extent to which there is awareness of local publications among teachers and librarians.
- c) the extent to which such publications are being used in classrooms and libraries.
- d) how local publishers might respond to provincial and regional needs and priorities.

The advisory committee will also suggest ways in which enlarged communications can be established between publishers, schools and libraries.

I am writing to you to seek your assistance in determining what other provinces are doing or have done in several related areas.

1. Do you have a definition of "Canadian" when it comes to print materials?
2. What is the process used by your Ministry in evaluating materials for authorization?
3. Do you have a policy on the use of "Canadian" materials in the schools? (both as curriculum and library resources).

Any other information or advice which you have to offer on this topic would be appreciated.

Yours truly,

Kathie Swenson
Senior Educational Advisor
and Secretary, Ministerial Advisory
Committee on Local Publishing

KS/jcs

THIS LETTER WAS SENT TO:

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EDUCATION

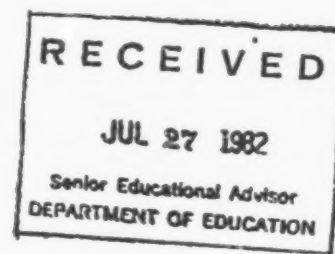
403/427-2889

Office of
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10th Floor, Devonian Building
11160 Jasper Avenue
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July 19, 1982

Ms. Kathie Swenson
Senior Educational Advisor
and Secretary
Ministerial Advisory Committee
on Local Publishing
Department of Education
P.O. Box 578
HALIFAX, Nova Scotia
B3J 2S9



Dear Kathie:

In response to your letter of June 23, 1982, regarding matters related to local and Canadian publishing, Alberta Education does not currently have any statistics on the number of local publications available in the province's classrooms or the extent of their use in our educational program. Although this information could be collected during the school year, it would be extremely difficult to survey classroom teachers and school librarians during the summer vacation period.

We are able to provide some information on the three questions posed on page 2 of your letter.

- (1) Our definition of "Canadian content" as applied to learning resources being reviewed by the Department is as follows:

Any learning resource*

- 1.1 Authored by a Canadian or landed immigrant.
- 1.2 About Canada, presents a Canadian perspective, or designed to meet Canadian needs.

Additional merit will be awarded if a material is:

- 1.3 Edited by a Canadian or landed immigrant.
- 1.4 Published, produced or manufactured in Canada.

* Learning resources are those print, nonprint and electronic courseware used by teachers or students to facilitate teaching and learning.

Ms. Kathie Swenson
Page Two

- (2) The process used by the Department in evaluating material for authorization is outlined in a manual of policies and procedures titled Selection of Learning Resources to Support the Provincial Programs of Study. The policies contained in this manual have been approved by the Curriculum Policies Committee and are currently being reviewed by the ministry. The policies apply to all learning resources.

The major steps in our learning resources evaluation process, which is an integral part of curriculum development, are as follows:

- 2.1 Learning Resources Needs Analysis - As new curriculum are being revised or developed, there is an identification, in general terms, of the probable type of student and teacher learning resources that will be required to meet program needs.
- 2.2 Program Overview - Minimum criteria for selection of learning resources are now established.
- 2.3 Curriculum Design - At this stage of curriculum development, publishers/producers are asked to submit materials for review.

All materials received are given a "first-cut" analysis to determine their conformity to approved minimum criteria. Materials which are rejected at this stage are disposed of in accordance with departmental policy and the publisher is notified of the reasons for rejection.

Materials successful in meeting "first-cut" criteria proceed to an in-depth analysis.

For materials with no inherent instructional design, e.g., novels, plays, biographies, historical presentations, in-depth analysis includes analysis and evaluation of:

- appropriateness of the content to the requirements of the curriculum;
- appropriateness of the content to the ability and maturity levels of intended users;
- where applicable, accuracy and freedom from objectionable bias or prejudice;
- literacy, artistic and/or historical merit as assessed by reputable reviewing agencies or individuals.

Ms. Kathie Swenson
Page Three

For all other learning resources, in-depth analysis is interpreted to mean EPIE (Educational Products Information Exchange) analysis by two certified EPIE analysts. Materials dealing with sensitive content areas (eg. areas involving bias and prejudice) may be separately validated by recognized content authorities.

The results of the two analyses, the special content validation (if done), and data relative to reading level of the materials are combined in an EPIE Synthesis. The synthesis is sent to the publisher for validation, allowing the publisher to raise and substantiate objections to the synthesis.

Curriculum committees, after reviewing the materials, along with all available data on the materials, may reject those materials with deficiencies. Some of these rejected resources may be designated "Recommended" or "Supplementary" resources but are not eligible to be considered for "Prescribed" status.

The definitions of "Prescribed", "Recommended" and "Supplementary" resources are as follows:

Prescribed Learning Resources are those learning resources approved by the Minister as being most appropriate for meeting the majority of goals and objectives for courses, or substantial components of courses, outlined, in provincial Programs of Study.

Recommended Learning Resources are those learning resources approved by Alberta Education because they complement Prescribed Learning Resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial Programs of Study.

Supplementary Learning Resources are those additional learning resources identified by teachers, school boards or Alberta Education to support courses outlined in the provincial Programs of Studies by reinforcing or enriching the learning experience.

Learning resources still eligible for selection as "prescribed" are carefully evaluated by a selection committee to determine the congruency of the resource to all aspects of the curriculum.

Resources rejected at this stage may also be designated "Recommended" or "Supplementary".

Ms. Kathie Swenson
Page Four

2.4 Acquisition/Production - On the basis of all the evaluative data gathered, a decision is now reached regarding those materials which should be acquired or produced for formal pilot testing in selected Alberta classrooms. Materials are only produced if no suitable commercial resources can be identified.

2.5 Program Pilot - When the pilot of a program is completed, along with any required revision, the program is recommended to the Program Approvals Committee for approval. Upon approval by the Program Approvals Committee, a request for ministerial authorization of the program and the Prescribed Learning Resources is submitted to the Minister. When ministerial authorization has been received, the School Book Branch is consulted so that an appropriate inventory of the materials required can be organized.

2.6 Optional Implementation - During optional implementation of a program there may be a need for slight revisions to the curriculum and/or learning resources selections. Most changes in learning resources are additive in nature rather than substitutive unless the changes required in curriculum are significant.

During this stage, selection committees may place greater emphasis on identifying, evaluating, and compiling lists of appropriate Recommended and Supplementary resources and distributing the lists to Alberta Schools.

2.7 Mandatory Implementation - During the mandatory Implementation stage, there is an ongoing review of new learning resources which become available, especially those dealing with areas of the program where the need for further support has become evident. Such review would follow the same sequence of selection procedures previously outlined.

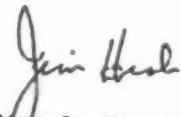
(3) Alberta Education does not have a policy on the use of "Canadian" materials in school libraries, but has the following policy for curriculum materials:

Ms. Kathie Swenson
Page Five

"Preferential rating shall be given to those materials that, upon preliminary examination or proposed production design, have Canadian content" (Policies Handbook of the Curriculum Policies Committee, Section 18, Part II, Draft II, number 18.11).

If we can be of further assistance to your committee on local and Canadian publishing, please contact us.

Sincerely,


for Enzo A. Bosetti
Deputy Minister



Province of
British Columbia

Ministry of
Education

Parliament Buildings
Victoria
British Columbia
V8V 1X4
Telephone: (604) 387-5191

OFFICE OF THE
DEPUTY MINISTER OF EDUCATION

August 27, 1982

Ms. Kathie Swenson
Senior Educational Advisor
and Secretary, Ministerial Advisory
Committee on Local Publishing
Department of Education
P.O. Box 578
Halifax, Nova Scotia
B0J 2S8

Kathie

Dear Ms. Swenson:

Thank you for your letter of inquiry regarding local and Canadian published materials. I trust that the following information will be of assistance.

Although there is no policy that defines Canadian learning resources it is agreed that a learning resource is Canadian when it is written, published, and usually, printed in Canada. The term Canadianized is used when a foreign publication is revised/edited to include examples, spellings, and any other appropriate changes necessary to suit a Canadian audience.

The Curriculum Development Branch has a process for the analysis and selection of learning resources. All learning resources in British Columbia fall into one of three categories. These categories are defined below.

PRESCRIBED

Prescribed learning resources are judged to be basic to the provincial curriculum and are appropriate for use by the vast majority of students. All materials listed as "prescribed" must be used by all schools. The Ministry of Education assumes responsibility for purchasing and distributing these materials to all school districts. All prescribed materials are approved by Order-in-Council.

Ms. Swenson
August 27, 1982
Page 2

AUTHORIZED

Authorized learning resources can be used to supplement those on the prescribed listing. These materials may be ordered at the discretion of the school district. The Ministry of Education assumes responsibility for purchasing and supplying these materials to school districts. All authorized materials are approved by Order-in-Council.

SUPPLEMENTARY

Supplementary learning resources are judged to be acceptable from an educational standpoint: that is, there is evidence to suggest that these materials can be used effectively to supplement the teaching of provincial or locally developed curriculum. Materials listed as "supplementary" will not necessarily be purchased or distributed by the Ministry. Since these materials do not have any legal status, they may only be used in classrooms subject to the policies established by the local Board of School Trustees.

The selection procedures for prescribed and authorized learning resources are different from those used for identifying supplementary learning resources. The analysis and selection procedures for potentially prescribed and authorized learning resources include three indepth analyses. These analyses are outlined in the enclosed pamphlet. The information gathered from these analyses is used by the material selection committee when identifying learning resources to be recommended to the Ministry for prescription and authorization. Whenever possible such recommended learning resources are field tested in classrooms.

The analysis and selection procedures are not as rigid for potential supplementary learning resources. Once the prescribed and authorized recommendations have been approved, the material selection committee may then identify support materials to be listed in a Teacher Resource Book. This listing of supplementary learning resources is frequently annotated to assist school districts in their selection procedures.

As a general rule, the prescribed and authorized, and the supplementary learning resources outlined above have been developed by educational publishing companies. The Branch formally requests learning resources from all publishers on the registry when a curriculum is being developed or revised. Publishers are included in the registry upon request.

Ms. Swenson
August 27, 1982
Page 3

With respect to your third question about a policy for the use of "Canadian" materials in the schools, there is a policy for the use of Canadian materials selected to support a specific curriculum area.

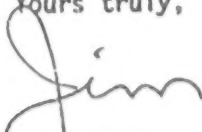
All factors being equal, preference will be given to material which is authored and published in Canada. If no suitable Canadian materials are available, consideration will be given to Canadianized and Canadian published material, and lastly to foreign authored and published materials.

Detailed Analysis of Learning Resources
(enclosed)

Any decisions about library resources are a district responsibility.

I appreciate this opportunity to share our policies and procedures with you.

Yours truly,



R. J. Carter
Deputy Minister

Encl.

MANIT^{BA}

MINISTÈRE DE L'ÉDUCATION
Bureau de l'Éducation française
Téléphone: 786-0126
Edifice Robert Fletcher
509 — 1181, avenue Portage
Winnipeg, Manitoba
R3G 0T3

July 28, 1982

Ms. Kathie Swenson
Senior Educational Advisor and Secretary
Ministerial Advisory Committee on Local
Publishing
Department of Education
P.O. Box 578
Halifax, NS
B3J 2S9

Dear Ms. Swenson:

The Curriculum Development Branch has already indicated to you what the procedures were for the selection of Canadian materials in English for Manitoba.

In regards to French materials, the Bureau de l'Éducation française through a number of curriculum committees is in constant search and evaluation of Canadian publications. One important criteria in selecting textbooks is their relevance to the students. Materials developed or revised in Canada are most often selected over materials produced elsewhere since they are most apt to be of interest to the students.

Local publishers are encouraged to develop materials in Français and the Social Sciences reflecting the cultural values and history of our society. All in all we feel there is a shortage of good teaching and supplementary materials in the French language.

We hope the above information will be helpful to you and would be most willing to help you again in any way we can.

Yours sincerely,



Gilbert Rosset
Acting Director
Program Development and Curriculum
Services Directorate

CC: R.J. Duhamel

MANIT^{BA}

DEPARTMENT OF EDUCATION

Program Development

Curriculum Development Branch

Telephone: 786-0321

Robert Fletcher Building

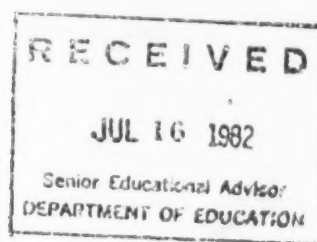
209 - 1181 Portage Avenue

Winnipeg, Manitoba

R3G 0T3

July 9, 1982

Ms. Kathie Swenson
Senior Educational Advisor and Secretary
Ministerial Advisory Committee on Local
Publishing
Department of Education
P.O. Box 578
Halifax, NS
B3J 2S9



Dear Ms. Swenson:

Your letter of June 23, 1982 to Dr. Ron Duhamel regarding the use of Canadian materials in Manitoba schools has been received and directed to me for response. In regards to your first query, the definition used to identify "Canadian" materials is that they must have been developed and published in Canada for use in Canadian schools.

Your second query relates to the process used in evaluating materials for authorization. The process we use is a three-stage process of screening, analysis and selection which is based on the Educational Products Information Exchange Model (E.P.I.E.). Alberta, British Columbia and Manitoba have initiated similar procedures and over the last three years have shared analyses of Canadian materials. A copy of the interim policies and procedures for the selection of learning materials is attached for your information. Page two of the policy statement answers your query about selection of Canadian curriculum materials for Manitoba schools.

In regards to library resources, the Department of Education has prepared and distributed to librarians for the last five years, the publication, In Search of Canadian Materials. This annotated resource provides current information about Canadian materials to assist librarians in their purchasing decisions.

The selection of French language instructional materials is handled by l'Bureau de l'Education Française Division and Mr. Guy Roy, Assistant Deputy Minister will be responding to your request.

MANIT^{BA}

MINISTÈRE DE L'ÉDUCATION
Bureau de l'Éducation française
Téléphone: 786-0126
Edifice Robert Fletcher
509 — 1181, Avenue Portage
Winnipeg, Manitoba
R3G 0T3

July 28, 1982

Ms. Kathie Swenson
Senior Educational Advisor and Secretary
Ministerial Advisory Committee on Local
Publishing
Department of Education
P.O. Box 578
Halifax, NS
B3J 2S9

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We hope the above information will be helpful to you and would be most willing to help you again in any way we can.

Yours sincerely,


Gilbert Rosset
Acting Director
Program Development and Curriculum
Services Directorate

CC: R.J. Duhamel

MANIT^{BA}

DEPARTMENT OF EDUCATION

Program Development
Curriculum Development Branch

Telephone: 786-0321

Robert Fletcher Building

409 - 1181 Portage Avenue

Winnipeg, Manitoba

R3G 0T3

July 9, 1982

Ms. Kathie Swenson
Senior Educational Advisor and Secretary
Ministerial Advisory Committee on Local
Publishing
Department of Education
P.O. Box 578
Halifax, NS
B3J 2S9

RECEIVED

JUL 16 1982

Senior Educational Advisor
DEPARTMENT OF EDUCATION

Dear Ms. Swenson:

Your letter of June 23, 1982 to Dr. Ron Duhamel regarding the use of Canadian materials in Manitoba schools has been received and directed to me for response. In regards to your first query, the definition used to identify "Canadian" materials is that they must have been developed and published in Canada for use in Canadian schools.

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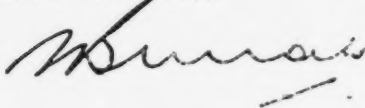
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The selection of French language instructional materials is handled by L'Bureau de l'Education Française Division and Mr. Guy Roy, Assistant Deputy Minister will be responding to your request.

And finally, our materials selection process has worked well in the core subject areas where the volume of materials is substantial. The systematic, standardized method insures that deficiencies are noted so that supplementary materials can be identified or developed as the need arises. And it is in this area that local publishers may have a large role to play.

If further information is required, please do not hesitate to request it.

Yours sincerely,



S.A.I. Bullock
Director

Attachment

cc: R. J. Duhamel

DEPARTMENT OF EDUCATION
P.O. BOX 6000
FREDERICTON
E3B 5H1



NEW BRUNSWICK
NOUVEAU-BRUNSWICK
CANADA

MINISTÈRE DE L'ÉDUCATION
C.P. 6000
FREDERICTON
E3B 5H1

DEPUTY MINISTER

SOUS-MINISTRE

June 30, 1982

Miss Kathie Swenson
Senior Educational Advisor and
Secretary, Ministerial Advisory
Committee on Local Publishing
Department of Education
Halifax, Nova Scotia
B3J 2S9

Dear Miss Swenson:

I have your letter of June 23. I am interested to learn of the study your Department is undertaking regarding local publishing and use of Canadian Educational materials.

In regard to your specific questions, I can report that we do not have a policy definition on what constitutes Canadian print materials. In past years, I do know the CMEC Curriculum Committee has examined this definition in relation to their Canadian Studies projects and did not come to a consensus on such a definition.

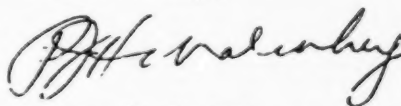
In terms of prescribing materials for our provincial curriculum, the approach is a systematic one of assessing the needs and identifying the course objectives and/or revisions, designing the program, and concurrently examining the available educational materials relevant to the particular project being considered. The basic factors in evaluating materials include content, accuracy, presentation, relevance, philosophy, authorship, recency, cost, utility, and physical characteristics. Obviously, special characteristics are considered depending upon the area of content under situation, such as metrication in mathematics and science programs.

In the final analysis, our policy and practice is one of providing quality educational materials from which our professional educators can best meet the needs of our students. All things being equal, we do give priority to educational materials of Canadian origin, provided they meet our needs. Over the last decade, we have noted the quality and variety of materials developed in Canada has steadily improved, and the proportion of the same used in our prescribed curriculum has increased significantly. We do not, however, have a written policy on the use of Canadian materials in schools.

In relation to the legal structure for prescribing and approving curriculum and library resources, I am enclosing two documents relating to (1) Extracts on Curriculum relating to the Schools Act and Regulation, and (2) Guidelines for the use of Literary materials in School Classrooms and Libraries.

If further clarification or information is required, you may wish to contact Lester Bartlett, Director of Program Development, or Bryan Roberts, Coordinator of Libraries and Media.

Yours truly,



P. J. H. Malmberg

/bmg
cc. Lester Bartlett
Bryan Roberts



Northwest
Territories Education

78-005-001
1982-07-09

Ms. Kathie Swenson
Senior Educational Advisor
Department of Education
Box 578
Halifax, N.S.
B3J 2S9

Dear Ms. Swenson:

You have requested information on local publications and their use in our school system.

1) Local Publications

PIK Magazine. A children's magazine published by the Education Department for distribution to N.W.T. schools.

Weekly Newspapers in Yellowknife (2) Hay River, Fort Smith, Inuvik.

Also various community "newspapers" run off on gestetner, or similar small machines.

PIK and the major weeklys are available in most libraries. Only PIK would be found in all school libraries.

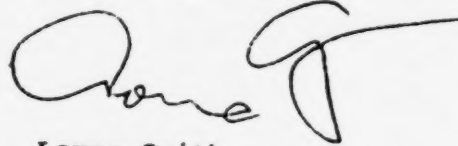
- 2) Teachers and Librarians are aware of PIK. Knowledge of other items varies.
- 3) PIK is used in many classrooms, but certainly not all elementary classrooms. Other local publications are probably rarely used.
- 4) The publishing industry is so undeveloped and the market so small that it would not be an economic proposition. Added feature which further fragments market is the high percentage of native people, many of whom do not speak English as a first language, and the variety of languages and dialects found.

.../2

- 5) We have no definitions of "Canadian".
- 6) Curriculum specialists evaluate materials as to their relevancy to our curriculum. Also to achieve greater relevancy we are actively involved in producing our own materials, particularly native language materials.
- 7) We have no policy on the use of "Canadian" materials. "Canadian" materials can be even more foreign to our students than American materials are to southern students.

I hope this sketchy response is of some help to you. If you require more details, I can be reached at (403) 873-7673.

Yours sincerely,



Lorne Smith
Program Specialist -
Audio Visual Resources
Programs and Evaluation Branch
Department of Education



- C23 -

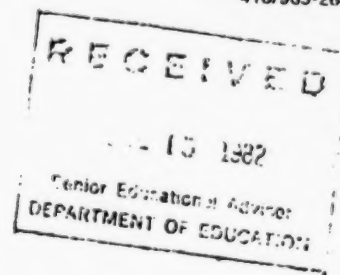
Office of the
Deputy Minister

Ministry of
Education

Ministry of
Colleges and
Universities

Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2
416/965-2605

July 14, 1982



Ms. Kathie Swenson
Senior Educational Advisor
and Secretary, Ministerial
Advisory Committee on
Local Publishing
Department of Education
Senior Management
P.O. Box 578
Halifax, Nova Scotia
B3J 2S9

Dear Ms. Swenson:

I was interested in hearing about the committee established by the Minister of Education in Nova Scotia, the Honourable Terence R. B. Donahue, to advise him on matters relating to local and Canadian publishing. I am pleased to answer your three specific questions about policies and procedures regarding the use of Canadian materials in Ontario schools.

1. The term "Canadian books" as used in the Ministry of Education publication Circular 14, Textbooks is defined as "written by Canadian authors and printed and bound in Canada".

2. Each book or kit submitted by publishers for possible inclusion in Circular 14, Textbooks is evaluated by seven independent outside evaluators and by two education officers within the Ministry. Outside evaluators are mainly practising teachers with at least one evaluator having special expertise in determining if there is any evidence of bias.

.../2

Ms. Kathie Swenson
July 14, 1982
Page 2

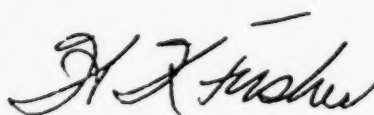
3. Although the Ministry has a very specific policy regarding the use of Canadian textbooks in schools, teachers and teacher-librarians may select any suitable materials for curriculum support and library resources. The Ministry of Education publication Circular H.S.1., Secondary School Diploma Requirements, in discussing library resource centres, states that "Principals should encourage those in charge of the centre to place particular emphasis upon the acquisition of suitable learning materials of Canadian origin".

Textbooks for use in grades one to twelve in Ontario schools must be selected from Circular 14, Textbooks. Most of these textbooks fall within the Ministry definition of Canadian. In the few subject areas where no suitable Canadian textbooks are available, non-Canadian titles are included in Circular 14. Such titles are given "interim approval only" and will be removed from the Ministry's approved listing if suitable Canadian materials become available.

I am enclosing a copy of an article entitled "The Circular 14 Story, Approved Textbooks in Ontario" which was originally published in the Ontario Institute for Studies in Education periodical Orbit 10 (October 1979) pp. 8-9. This provides more detailed information about the Ministry of Education policies relating to Circular 14, Textbooks.

Do not hesitate to contact me if I have not fully provided the data needed from Ontario for the work of the advisory committee.

Yours sincerely,



H. K. Fisher
Deputy Minister



GOVERNMENT
OF THE PROVINCE OF
PRINCE EDWARD ISLAND

DEPARTMENT OF EDUCATION

CHARLOTTETOWN
PRINCE EDWARD ISLAND
CANADA
C1A 7N8

July 16, 1982

Ms. Kathie Swenson
Senior Educational Advisor
and Secretary
Ministerial Advisory Committee
on Local Publishing
Department of Education
P.O. Box 578
Halifax, N.S.
B3J 2S9

Dear Ms. Swenson:

Your letter inquiring about our use of Canadian print materials, which was addressed to Mr. Lorne Moase, has been referred to me for reply.

1. The Department's policy is to actively promote the acquisition and use of Canadian publications for the province's schools and public libraries. In that context we define "Canadian" as an item published in Canada by a Canadian publisher, a Canadian agency for foreign publishers, or a wholly-owned subsidiary of a foreign firm. The director of the division responsible for curriculum development has also drawn attention to the fact that foreign publishers may publish materials which are "Canadianized", that is have Canadian content or orientation.
2. Curriculum Committees which have been established in various program areas evaluate materials, organize pilot projects, and make recommendations with regard to learning materials to the Minister of Education as part of the program development and budgetary process.

There is no authorization process whereby the Provincial Library Headquarters approves selected titles for inclusion in school libraries. They regularly review books which they think should be included in school collections, select those for the public library collection, and work closely with agencies such as the Canadian Book Information Centre and the Canadian Children's Book Centre to make information on Canadian publications available to schools.

Ms. Kathie Swenson
July 16, 1982
Page 2

3. There is no official policy on the use of "Canadian" materials in the schools. Learning materials are selected based on quality and appropriateness with regard to meeting specific recognizable needs. Preference is given in the following order: Provincial publications, Atlantic publications, Canadian publications (both Canadian publishers and "Canadianized" material from foreign publishers).

The public library system follows similar guidelines in that a concerted attempt is made to see that special concerns of Canadian society and culture and especially those of Prince Edward Island and the Atlantic region are well represented in the collection.

I hope that this information will be of assistance to you in your endeavor.

Yours sincerely,



Linda Trenton
Management Information
Co-ordinator

LT:ms



Bureau du sous-ministre

RECEIVED

SEP 20 1982

Senior Educational Advisor
DEPARTMENT OF EDUCATION

Québec, le 14 septembre 1982

Madame Kathie Swenson
Senior Educational Advisor
and Secretary, Ministerial Advisory
Committee on Local Publishing
Department of Education
P.O. Box 578
HALIFAX (Nova Scotia)
B3J 2S9

Madame,

Par votre lettre du 23 juin 1982, vous aviez demandé au sous-ministre, Monsieur Jacques Girard, certains renseignements sur le rôle du ministère de l'Éducation dans le domaine du matériel didactique imprimé, plus particulièrement sur le processus d'approbation et sur la politique touchant l'origine, canadienne ou autre, de ce matériel.

Considérons d'abord l'approbation. En vertu de la loi sur l'Instruction publique, le Ministre doit approuver les livres de classes utilisés dans les écoles, et les commissions scolaires doivent assurer l'utilisation des seuls manuels approuvés. Le règlement du régime pédagogique précise ces points comme suit: "Lorsque la liste du matériel didactique autorisé indique, pour un programme donné, un ou plusieurs manuels, l'élève doit disposer personnellement d'un ou des manuels requis pour couvrir le programme".

Pour en arriver à cette liste de matériel autorisé, le Ministère reçoit des éditeurs les ouvrages que ceux-ci veulent soumettre à l'approbation pour les différents programmes. Le Bureau d'approbation du matériel didactique les fait évaluer par des consultants pédagogiques, au nombre de trois en général. La synthèse de leurs avis se fait au Bureau d'approbation et donne lieu, si elle est favorable, à une recommandation positive au Ministre. Le même service informe chaque fois l'éditeur du résultat de cette évaluation et voit, par ailleurs, à la publication des listes périodiques et d'une liste annuelle consolidée des titres approuvés, à l'intention des réseaux scolaires.

Mme K. Swensen

-2-

1982-09-14

Pour faire leur évaluation, les consultants extérieurs reçoivent, en plus du matériel soumis, une grille d'évaluation. Cet instrument s'appuie lui-même sur le programme d'étude officiel, et aussi sur le DEVIS du matériel didactique pour ce programme. En effet, depuis la parution de L'école québécoise, énoncé de politique et plan d'action, en 1979, le Ministère publie avec chaque programme un tel document, qui précise à l'intention des éditeurs les exigences pédagogiques, culturelles et techniques auxquelles les ouvrages doivent satisfaire. De cette manière, les éditeurs sont mieux informés; ils le sont d'avance, et non seulement une fois le matériel produit et sanctionné.

L'élaboration de ces devis et grilles se fait à la Direction du matériel didactique, dont relève le Bureau d'approbation. Pour plus de détails, je vous invite à entrer en rapport avec le directeur de cette unité:

Monsieur Michel de Celles
Direction du matériel didactique
Ministère de l'Éducation
600, rue Fullum - 6e étage
MONTREAL (Québec)
H2K 4L1

Quant à la question du pays d'origine du matériel, on doit d'abord dire que le ministère de l'Éducation ne s'est pas donné de définition de ce qui serait "canadien" ou pas, et qu'il n'a pas formulé en ces termes de directive sur le matériel imprimé. Il n'en faut pas conclure que la préoccupation nationale est absente de la politique ministérielle.

Pour les manuels qui doivent être autorisés, comme pour le matériel didactique approprié à mettre à la disposition des enseignants et des élèves, le régime pédagogique rappelle qu'un des critères est de "proposer des activités et des exemples qui trouvent un écho dans le vécu de l'élève et dans le milieu québécois, sans pour autant limiter les horizons de la connaissance". La spécificité du milieu québécois, et l'importance que les enseignants attribuent à ce critère pour être au diapason des élèves, et donc pour être pédagogiquement efficaces, font davantage pour l'authenticité recherchée que ne le pourrait une description, toujours délicate, de ce qui est ou non "de chez nous" par ses matériaux ou ses fabricants.

Pour les livres de lecture et de référence, qu'on trouve en général à la bibliothèque, le caractère majoritairement francophone du système scolaire québécois doit permettre, cependant, l'accès à l'ensemble de la production en langue française, compte tenu des besoins des élèves. La Centrale des bibliothèques informe donc des dernières de toutes les parutions en cette langue, indépendamment du pays d'origine.

Je vous prie d'agréer, Madame, l'expression de mes sentiments les meilleurs.

Le sous-ministre adjoint
au préscolaire, au primaire
et au secondaire,


André Rousseau

Government of Quebec,
Department of Education.
Office of the Deputy Minister.

Quebec, 14 September 1982.

Miss Kathie Swenson,
Senior Educational Advisor and
Secretary, Ministerial Advisory
Committee on Local Publishing
Department of Education
P.O. Box 578
Halifax, Nova Scotia
B3J 2S9

Madam:

In your letter of June 23, 1982 you had asked Mr. Jacques Girard, Deputy Minister for information on the role of the Department of Education with respect to the publication of learning materials and in particular on the procedures for approving such material and on policy regarding the Canadian or other origin of this material.

Let us first consider the matter of approval. Under the Education Act the Minister must approve school textbooks and School Boards must ensure that only such approved texts are used. The regulations state "when the listing of authorized materials indicates one or more textbooks for a given program the pupil must have his personal copy of the texts required by that program."

In drawing up the list of authorized materials, the department receives from publishers the works that they wish to submit for approval for the different programs. The division for the approval of learning materials has them evaluated by three consultants in most cases. Their combined opinion is presented to the Approvals Division and if it is favourable results in a favourable recommendation to the Minister. The publisher is informed in every case by that division of the result of this evaluation. The division must also ensure the publication of lists from time to time including an annual consolidated list of approved titles for the school system.

To assist them in making their evaluation the external consultants receive an evaluation grid in addition to the learning materials. This instrument is itself based on the official program of studies and also on the specifications for the learning materials for this program. Indeed since the issuing in 1979 of the document entitled The Quebec School: A Statement of Policy and Plan of Action, the department publishes a similar document for each program, setting out for the publishers the pedagogic, cultural and technical requirements to which their texts or materials must conform. In this way the publishers are better informed in advance and not merely when their learning materials have been produced and approved.

The development of these specifications and grids is the responsibility of the learning materials division of which the office of the division of approval is a section. You are invited to contact the Director of this division for more details as follows:

Mr. Michel de Celles
Direction du matériel didactique
Ministère de l'Éducation
500 rue Fullum - 5e étage
MONTREAL, Quebec
H2K 4L1

With respect to your question on the origin of such material, it should first be stated that the Department of Education has not defined what would be considered Canadian or not and has not set out its directives on published materials in this fashion. This does not however, mean that departmental policy is not concerned about this national preoccupation.

With respect to texts for authorization and for appropriate learning materials to be addressed to teachers and pupils our instructions are that one of the criteria is to "indicate activities and examples which reflect the lifestyle of the pupil in the Quebec milieu, without however, limiting the horizons of his or her knowledge." The specific reference to the Quebec milieu and the importance that teachers attach to this criterion in order to be on the same wave length as their pupils and so to be pedagogically sound are of greater benefit to us in ensuring authentic materials than would be a description, however refined, of what is to be regarded as "local content" with respect to either the materials or those who produce those materials.

With respect to the reference books that are usually to be found in our libraries, the fact that the Quebec education system is largely francophone in nature requires access to the global range in the French language market that serves the needs of the pupils. The Provincial Library Centre provides information on all publications in the French language irrespective of the country of origin.

Yours truly,

André Rousseau,
Assistant Deputy Minister
for Primary, Elementary, and
Secondary.



Saskatchewan
Education

Deputy Minister

Saskatchewan

2220 College Avenue
Regina, Canada
S4P 3V7

July 13, 1982

Ms. Kathie Swenson
Senior Educational Advisor
and Secretary, Ministerial Advisory
Committee on Local Publishing
Department of Education
P.O. Box 578
HALIFAX, Nova Scotia
B3J 2S9

RECEIVED

JUL 15 1982

Senior Educational Advisor
DEPARTMENT OF EDUCATION

Kathie
Dear Ms. Swenson:

I wish to acknowledge your letter of June 23, 1982 and to respond to your questions.

While the department has not firmly established criteria for defining "Canadian" materials, it does accept the premise that materials which are written by Canadians or which have Canadian content are "Canadian".

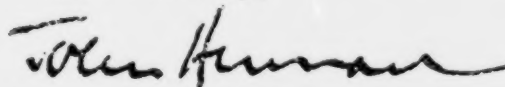
The Materials Evaluation and Acquisition unit of the Instructional Resources Branch in the department, co-ordinates the evaluation and selection of media in all formats including evaluation of textbooks prior to authorization. Based on needs assessment results, the consultant responsible for the unit proceeds with pre-selection of textbooks which seem appropriate to the curriculum and students. Examination copies are requested and are then routed to the curriculum developers and curriculum committee members for initial screening and evaluation. Field testing is conducted by teachers and students. The information gathered in the evaluation and field testing phases is compiled and a formal recommendation is made from the curriculum committee for final authorization in the name of the Minister.

The evaluation form used in textbook evaluation asks for information about authorship, philosophy, content, treatment, arrangement of content, supplementary materials or series components, mechanical standards, evaluation and cost.

Ms. Swenson
Page 2
July 13, 1982

The department does not have a written policy on the use of Canadian materials in schools but does make every effort to authorize Canadian textbooks and to recommend bibliographies of Canadian learning resources which are appropriate to the curriculum and to the students' needs.

Yours sincerely,



John Hurnard
Acting Deputy Minister

c.c. R. Clayton



- C34 -

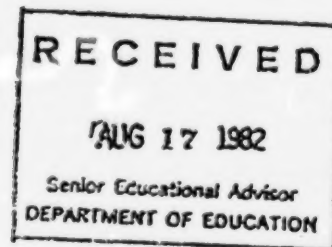
Department of Education

Box 2703, Whitehorse, Yukon Y1A 2C6
(403) 667-5811 Telex 036-8-260

Our File: 1400-21-1
Your File:

82 08 03

Ms. Kathie Swenson
Senior Educational Advisor
Advisory Committee on Local Publishing
Department of Education
Box 578
Halifax, NS
B3J 2B9



Dear Ms. Swenson:

I have received your letter inquiring about matters related to local and Canadian publishing.

As we have only 5,000 pupils in our school system it follows that there are no school markets to support local publishers in the commercial sense. That does not mean that there are no local authors. Such people may have their work published by a provincial publisher (e.g. "Prelude to Bonanza" by A. Wright published by Gray & Publishing, Sidney, BC) and a revised school version may be published by an institution such as the Yukon Department of Education.

By following the curriculum of British Columbia a lot of the preliminary work is done for us in evaluating materials for authorization. For this purpose a detailed analysis of learning resources is carried out using a modified EPIE Analysis (Educational Products Information Exchange Institute). This involves, inter alia, a readability analysis, an examination of social considerations and a period of field testing.

We do not have an iron-clad definition of "Canadian" when it comes to print materials because common sense must ultimately prevail. For instance some of our Indian language texts used in Yukon schools come from Alaska (and vice-versa) and one of the more important recent northern books - Maps and Dreams (Douglas & McIntyre, Vancouver/Toronto) - was written by an academic from the Scott Polar Research Institute, University of Cambridge, although most of the field-work was done in Northern British Columbia-Yukon border regions. It would be a wise individual who could devise a definition which would cover these two examples along with the more straightforward examples.

We attempt to encourage local authors and we have a scheme of Innovative Grants to encourage those who want to make a contribution to the B.C.-Yukon curriculum. This is a fairly tedious procedure but we are happy with the products which are being produced.

Yours sincerely,

Carol Jones

for W. O. Ferguson
Sup't. of Curriculum & Instruction

WOF/cd

- D(1)1 -

APPENDIX D(1)

Request for Submissions

Information on the Minister's Advisory Committee was circulated to the attached list of special interest groups and to the faculties of education at the Nova Scotia universities - Dalhousie, Acadia, St. Mary's, St. Francis Xavier and Mount Saint Vincent.

Submissions were invited from each.

MAILING LIST

Mr. William Prouty, Chairperson
Atlantic Canada Institute
University of New Brunswick
Saint John, New Brunswick
E2L 4L5

The Chairman
Maritime History Group
Memorial University
St. John's, Newfoundland
A1C 5S7

Prof. Michael MacDonald, President
Canadian Learning Materials Centre
Mount Allison University
Sackville, New Brunswick
EOA 3C0

Prof. Ken McKinnon, Chairman
Atlantic Canadian Studies Program
St. Mary's University
Halifax, Nova Scotia
B3H 3C3

Mr. Douglas Lockhead, Director
Canadian Studies Program
Mount Allison University
Sackville, New Brunswick
EOA 3C0

Mr. Doug McCallum
Atlantic Graphic Arts Association
McCurdy Printing and Typesetting Ltd.,
P.O. Box 1102
Halifax, Nova Scotia
B3J 2X1

Mr. W. E. Belliveau, President
Canadian Periodical Publishers Association
c/o Atlantic Insight
6088 Coburg Road
Halifax, Nova Scotia
B3H 1Z4

Mrs. Hilary Sircum
Atlantic Provinces Book Sellers Association
P.O. Box 899
Wolfville, Nova Scotia
BOP 1X0

Jean Louis Robichaud, Director
Centre provincial de ressources pédagogiques
Université Ste. Anne
Church Point, Digby Co.,
Nova Scotia
BOW 1M0

Ms. Barbara Eddy
Atlantic Provinces Library Association
Department of Education
Memorial University
St. John's, Newfoundland
A1C 5S7

Mr. Michael Davis
APALMER
7 Ridge Avenue
Lower Sackville, Nova Scotia
B4C 2L5

Mr. Lyn Martin
Nova Scotia Museum
INTER-DEPARTMENTAL

Ms. Barbara Campbell
Multicultural Association
5516 Spring Garden Road
Halifax, Nova Scotia
B3J 1G6

Ms. Ann Brimer
Atlantic Representative, Childrens Book Store
c/o Woozles Ltd.,
1533 Birmingham Street
Halifax, Nova Scotia
B3J 2J6

Mr. Bruce Murray
Director,
Canadian Community Newspapers Association
c/o Pictou Advocate
P.O. Box 1000
11 George Street
Pictou, Nova Scotia
B0K 1H0

Mrs. Sylvia Roy
Nova Scotia Home and School Association
5151 Prince Street
Truro, Nova Scotia
B2N 5C5

Mr. Ron Lane, President
Nova Scotia School Boards Association
1888 Brunswick Street, Suite 816
Halifax, Nova Scotia
B3J 3J8

Dr. Norman Harrocks
Dalhousie School Library Service
Dalhousie University
Halifax, Nova Scotia
B3H 4H6

Dr. William Hamilton
Atlantic Institute of Education
5244 South Street
Halifax, Nova Scotia
B3J 1A4

Mr. Melvin Callant
Association Ecrivains Acadiens
120 Victoria Street
Moncton, New Brunswick
E1C 1P9

Mrs. H. Grant
Heritage Trust of Nova Scotia
1579 Dresden Row
Halifax, Nova Scotia
B3J 2K4

Mr. Harry Fleming
ACTRA
Writers Branch
1541 Birmingham Street
Halifax, Nova Scotia
B3J 2J6

Mr. Douglas Taylor, Chairman
Literacy Council
30 Sunnybrae Avenue
Halifax, Nova Scotia
B2N 2G4

Prof. Terry Whalen
Department of English
Editor, Atlantic Provinces Book Review
St. Mary's University
Halifax, Nova Scotia
B3H 3C3

Mr. Hugh Taylor
Public Archives of Nova Scotia
6016 University Avenue
Halifax, Nova Scotia
B3H 1W4

Mr. Harold Doucette
President
Nova Scotia Teachers Union
3106 Dutch Village Road
Halifax, Nova Scotia
B3L 4G1

Dr. A. E. Marble
Royal Nova Scotia Historical Society
6366 South Street
Halifax, Nova Scotia
B3H 1T9

- D(11) -

APPENDIX D(11)

Submissions Received

SUBMISSIONS

1. Association of Canadian Publishers
2. Atlantic Provinces Book Review
3. Atlantic Provinces Booksellers Association
4. Breakwater Books
5. Canadian Book Publishers Council
6. Canadian Learning Materials Centre
7. Canadian Red Cross Society
8. Centre for Canadian Studies--Mount Allison University
9. Centre provincial de ressources pedagogiques
10. Multicultural Association of Nova Scotia
11. National Book Centre
12. Nimbus Publishing
13. Nine Mile River Homemakers Club
14. Nova Scotia Department of Lands and Forests--Forest Resources Education
15. Nova Scotia Federation of Home and School Association
16. Nova Scotia School Boards Association
17. Nova Scotia Teachers Union

PERSONAL SUBMISSIONS

Brimer, Ann--Author, Bookseller

Cassivi, Denis--Continuing Teacher Education, College of Cape Breton

Hill, Kay--Author

Lotz, Jim--Author

Robinson, Paul--Atlantic Institute of Education and College of Cape Breton

Sellick, Lester--Author

Sterling, Lilla--Author

APPENDIX E

Resource People Interviewed

Resource People Interviewed by Advisory Committee

	<u>Topic</u>	<u>Date</u>
Shirley Coulter	School Libraries	June 8, 1982
Michael Woodford Willis Hall	Textbook Evaluation	June 8, 1982
Faye Haley	Nova Scotia School Libraries Association	June 21, 1982
Carin Somers	Regional Association of Libraries	July 27, 1982
Dr. Lynton Martin Candace Stevenson	Museum Publications	July 27, 1982
Mort Reinhardt	School Book Bureau	August, 1982
Tony Crouch	Government publications	September 29, 1982
Bill Garth	Canadian Literature Course	October 13, 1982
Marg Swan	Nova Scotia Teachers College and rise of Canadian materials	December 3, 1982
Doug McCallum	Printing in Nova Scotia	January 14, 1983

APPENDIX F

Analysis of Selection of Materials from
Authorized Book Lists

The authorized booklists for the last academic year 1981-82 were analyzed according to the number of copies selected by school districts. Of the 3,155 titles listed, 963 sold between 0-10 copies.

Attached is a summary of the analysis.

JUNIOR AND SENIOR HIGH SCHOOL LEVELS

CATEGORY	TOTAL NO. OF TITLES	NO. OF TITLES UNDER 10 COPIES
Art	7	2
Junior High English	220	37
Senior High English	174	18
French-Second Language	104	53
German	25	23
Latin	22	18
Spanish	10	6
Home Economics	17	0
Industrial Arts	32	4
Intermediate Industrial	11	2
Mathematics	30	3
Adjusted Mathematics	6	1
Senior High Mathematics	31	8
Music	80	36
Physical Education & Health	27	0
Science	29	0
Adjusted Science	1	0
Biology	32	14
Chemistry	13	1
Geology	4	1
Oceanography	5	4
Physics, Physical Science	17	1
Social Studies	20	1
Geography	37	3
History	60	9
Civics/Political Science	13	2

CATEGORY	TOTAL NO. OF TITLES	NO. OF TITLES UNDER 10 COPIES
Economics	9	3
Modern World Problems	3	0
Sociology	7	3
Law (these titles are also used in Business Education	9	1
Adjusted Social Studies	41	2
Work Experience	4	1
Business Education	Being revised; see also Law	
Office Procedures	14	5
Accounting	34	12
Shorthand	28	15
Typing	19	4
Business Communications	4	1
Consumer Education	6	2
Business Organization & Management	5	1
Data Processing	2	0
Record Keeping	8	3
Business Mathematics	14	7
Driver Education	3	0
Career Education	10	2
<u>ELEMENTARY SCHOOL LEVEL</u>		
Primary Grade Education	81	68
Language Development		
Reading Program (Revised)	106	0
Expressways Program P-3	41	0
Expressways Program 4-6	46	5
Language Patterns Reading Program (Revised)	34	7

CATEGORY	TOTAL NO. OF TITLES	NO. OF TITLES UNDER 10 COPIES
Impressions Program (4-6)	12	0
Reading 360 Program (Grade 3 level)	83	5
Reading 360 Program (4-6)	51	0
The New Open Highways (P-3)	51	29
The New Open Highways (4-6)	18	0
Doubleday Language Experience Program	8	0
Other Teacher and Classroom Resources	26	6
Spelling	23	1
Art Education	12	4
French-Second Language	43	13
Elementary Mathematics Program	72	16
Music Resources	39	14
Physical Education	47	2
Social Studies	64	7
Science Education	89	0
<u>SPECIAL EDUCATION - SPECIALIZED READING</u>		
Specialized Reading	366	94
Mathematics	14	7
Social and Occupational Education	2	0
Readers for Occupational Education	36	9
Home Economics	31	5

ACADIAN SCHOOLS

CATEGORY	TOTAL NO. OF TITLES	NO. OF TITLES UNDER 10 COPIES
Français-Niveau Elementaire	8	3
Français 1	9	6
Français 2	6	6
Français 3	6	6
Français 4 Les Condenses Littéraires	11	11
Français 5 Les Condenses Littéraires	6	6
Reportage	5	5
Français 6 Les Condenses Littéraires	5	5
Reportage	10	10
Méthode Eclectique de Lecture	35	10
La Méthode Dynamique de Lecture et de Français	41	24
Série Feuille D'Erable	16	12
J'Apprends A Connaître La Langue Française	18	6
Petits Lecteurs	28	28
Savoir Lire, Savoir Ecouter Atelier Savoir Lire	4	4
Savoir Ecouter	5	5
Livrets de Lecture Individuels - Atelier Savoir Lire	29	28
Cahiers de Compréhension	13	11
Coin de Lecture, SRA	16	13
Drame	1	1
Dictionnaires	7	2
Divers-Lecture et Grammaire	17	9
Arts Plastiques	11	3

CATEGORY	TOTAL NO. OF TITLES	NO. OF TITLES UNDER 10 COPIES
Hygiène	11	8
Mathématique	14	7
Musique	12	12
Sciences Naturelles	14	10
Science d'Observation	3	3
Sciences Humaines	3	0
Niveau secondaire (7-12) Français	80	52
Textes Littéraires Nouvelles de Québec	5	4
Hygiène	14	14
Mathématique	2	2
Sciences Familiales	11	9
Sciences Humaines Civisme et Citoyenneté	3	0
Economie	3	2
Géographie	14	10
Histoire	16	14
Etudes Canadiennes	1	1
TOTAL NO. OF TITLES	3,155	TOTAL NO. OF TITLES UNDER 10 COPIES 963

APPENDIX G

A Comparison of the Holdings of Canadian Materials
in School Libraries of the Halifax Board of
School Commissioners: 1975 and 1980

A COMPARISON IN THE HOLDINGS
OF
CANADIAN MATERIALS IN SCHOOL LIBRARIES
HALIFAX BOARD OF SCHOOL COMMISSIONERS
1975 AND 1980

The attached report indicates a comparison of holdings in the areas of reference books (encyclopedias and individual titles on specific topics); books (fiction and non-fiction); periodicals; audiovisual software (filmstrips, slides, cassettes, records, etc.); and vertical file materials (up-to-date pamphlets on current topics) in the forty-seven (47) school libraries and the library Department in the 1975 and the more recent May, 1980 survey.

The total counts for these types of materials are recorded, followed by the Canadian content in the multi-media collections. The Grand Totals given on Page 6 of the report indicate that the number of Canadiana reference titles have increased from 870 to 1,715 i.e. an increase of 845; the number of Canadian books has increased from 17,659 to 27,230 i.e. an increase of 9,571; the number of periodicals has increased from 432 to 637 i.e. an increase of 205; in audiovisual materials the increase has been from 5,433 to 12,259 i.e. an increase of 6,826; and the vertical file materials have increased from 12,335 to 35,001 i.e. an increase of 20,666. The total book count including reference is 197,263 as of 1980, of which 28,945 are Canadian.

An interim report was prepared in 1979 following the request by the Halifax City Council for the number of Canadian or Maritime books presently in circulation within the school system. An update of the 1975 report in nine schools only (2 high schools; a P-6 school; a Grade 3-6 school; two Grade 7-9 schools and three Grade P-9 schools) with varying school populations and the Library Department central collection indicated an increase in the Canadiana book count from 5,479 to 9,256.

This 1980 report indicates a steady and significant increase in Canadiana in all of the types of materials required by teachers and students in our school libraries. The multi-media collections being built up in each of our forty-seven schools through continual consultation between the library staff and the teachers reflect the present curricula. It is hoped that this report indicates that we are constantly mindful of the importance of exposure for our students to Canadian and Maritime materials. At the same time it must be remembered that our library collections have to provide materials in all subject areas taught.

We are constantly watching for suitable Canadian Materials to meet the students' needs. These are appearing on the market in greater numbers yearly. The greater increase in Canadiana in some school collections over others reflect certain grants that may be available, e.g. the Laurie R. Black Collection Memorial Fund at LeMarchant/St. Thomas and the Stephen Oakley Memorial Fund at John W. MacLeod; the Nova Scotiana project at LeMarchant/St. Thomas in Grade 6; and gifts from Home and School and/or Parent-Teacher Associations in other schools. It should be noted too that there is not as much Canadiana available for Grades P-3 children as in other age groups although this is increasing annually.

1 - Total
 C.D. - Canadian Holdings
 A.C.D. - Percentage of Materials - Canadian

DATE: May, 1980

CANADIAN MATERIALS IN HALIFAX SCHOOL LIBRARIES

ELEMENTARY AND JUNIOR HIGH SCHOOLS

SCHOOL	REFERENCE			BOOKS			PERIODICALS			AUDIO-VISUAL			VERTICAL FILE			
	TOT	CDN	A CDN	TOT	CDN	A CDN	TOT	CDN	A CDN	TOT	CDN	A CDN	TOT	CDN	A CDN	
ALEX. MCRAE	'75 '80	44 41	3 16	7 39	1027 2568	59 180	3 7	22 21	5 8	23 38	363 557	43 86	12 15	168 442	83 268	49 61
ALEXANDRA	'75 '80	62 -	26 -	42 -	2595 -	192 -	7 -	30 -	10 -	33 -	326 -	75 -	23 -	121 -	85 -	70 -
B. C. SILVER JR.	'75 '80	72 120	25 28	35 23	2600 4449	300 822	12 18	48 44	14 12	29 27	1015 2634	38 297	4 11	650 1072	450 680	69 63
LEAUFORT	'75 '80	- 11	- 0	0 0	- 1628	- 115	J 7	- 2	- 0	- 0	- 88	- 58	- 66	- 0	- 0	- 0
BLOOMFIELD	'75 '80	115 152	25 52	22 34	4200 3134	290 381	7 12	47 35	20 17	43 49	449 664	173 257	39 39	557 547	297 415	53 76
PORTON ETTINGER	'75 '80	48 129	2 45	4 35	3706 4665	360 369	10 8	18 25	5 6	28 24	364 465	80 98	22 21	399 901	280 574	70 64
CENT. SPRINGFIELD	'75 '80	33 69	11 26	33 30	780 1508	91 301	12 20	15 17	6 5	40 29	138 139	61 72	44 52	293 398	249 312	85 78
CHEBUCTO HTS.	'75 '80	57 113	15 25	26 22	2508 3028	431 375	17 12	28 41	10 10	36 24	745 2018	196 571	26 28	621 1506	402 1289	65 86
CL. A. BECKETT	'75 '80	20 29	1 8	5 28	1109 1910	113 245	10 13	0 10	0 4	0 40	99 320	37 48	37 15	0 444	0 299	0 67

....2

TOT = Total library holdings
 CDT = Canadian library holdings
 % CDT = Percentage of materials - Canadian

Page 2

DATE: May, 1980

CANADIAN MATERIALS IN MALPAX SCHOOL LIBRARIES

ELEMENTARY AND JUNIOR HIGH SCHOOLS

SCHOOL	REFERENCE			BOOKS			PERIODICALS			AUDIO-VISUAL			VERTICAL FILE				
	TOT	CDN	% CDN	TOT	CDN	% CDN	TOT	CDN	% CDN	TOT	CDN	% CDN	TOT	CDN	% CDN		
CLAYTON PK. JR.	'75	224	34	15	3209	306	10	26	15	9	26	697	105	15	945	460	49
	'80	260	79	30	3701	550	20	52	29	15	52	1912	565	30	1431	804	56
CORWALLIS JR.	'75	67	19	28	1813	419	23	30	10	3	30	267	98	37	235	169	72
	'80	176	64	36	3966	612	15	47	17	3	47	317	84	26	686	526	77
CUNARD JR.	'75	57	21	37	1976	179	9	52	21	11	52	445	86	19	456	261	57
	'80	168	38	23	3758	534	14	46	26	12	46	1693	137	8	1661	934	56
DUC D'ANVILLE	'75	61	19	31	3420	378	11	38	24	9	38	448	169	38	144	91	63
	'80	129	34	26	5319	476	9	41	24	14	41	657	170	24	494	369	75
ELIZABETH SUTH.	'75	57	10	18	1683	57	3	6	16	1	6	1	1	100	165	164	99
	'80	74	22	30	2393	130	5	27	26	7	27	151	62	41	315	251	80
FAIRVIEW HTS.	'75	73	14	19	2666	194	7	14	35	5	14	620	37	6	455	240	53
	'80	86	17	20	4450	409	9	32	34	11	32	963	147	15	1020	713	70
FAIRVIEW JR.	'75	33	12	36	1739	338	19	30	30	9	30	915	354	39	657	604	92
	'80	102	33	32	2747	471	17	59	29	17	59	1830	734	40	1565	1008	64
FLEMLING TOWER	'75	0	0	0	1178	5	1	0	0	0	0	0	0	0	6	0	0
	'80	15	4	27	2063	77	4	33	9	3	33	59	0	0	293	230	79
G. K. BUTLER	'75	32	8	25	1871	62	3	21	14	3	21	202	117	58	177	154	87
	'80	50	7	14	3434	211	6	41	32	13	41	401	158	39	619	498	80

.... / 3

TOT - Total Library Holdings
 CAN - Canadian Library Holdings
 % CAN - Percentage of materials - Canadian

Page 3

DATE: May, 1980

CANADIAN MATERIALS IN DISTRICT SCHOOL LIBRARIES

ELEMENTARY AND JUNIOR HIGH SCHOOLS

SCHOOL	REFERENCE		BOOKS		PERIODICALS		AUDIO-VISUAL		VERTICAL FILE	
	TOT	CAN	TOT	CAN	TOT	CAN	TOT	CAN	TOT	CAN
COUSEBROOK	119	43	4048	423	26	9	575	279	719	468
	163	46	4408	480	38	13	684	251	1026	533
GROSVENOR-WENT.	40	12	2465	251	12	2	237	61	377	177
	109	32	4688	738	35	12	1099	454	662	492
HIGHLAND PARK	64	4	1681	224	15	5	221	70	351	303
	106	24	2895	367	19	5	344	62	844	608
HOLLY DRIVE	90	32	1487	215	25	6	160	29	163	120
	66	29	2109	234	22	9	695	121	423	153
IDA M. MARRIOTT	-	-	-	-	-	-	-	-	-	-
	15	4	1002	73	4	2	82	9	81	79
JOHN W. MACLEOD	30	9	1755	245	18	4	389	56	454	251
	65	24	2501	321	23	7	390	94	959	695
JOSEPH HOWE	31	17	2274	804	18	10	556	60	317	238
	207	53	1972	224	22	8	300	82	721	672
LEMARCIANT	32	6	1657	223	13	5	160	55	207	187
LEMAR/ST. THOM.	169	56	4067	980	20	10	1000	265	2097	1354
MAJOR STEVENS	122	33	3180	527	23	9	316	72	483	325
	130	43	4557	746	43	13	736	304	1347	962

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TOT - Total library holdings
CDN - Canadian library holdings
% CDN - Percentage of materials - Canadian

DATE: May, 1980

CANADIAN MATERIALS IN HALIFAX SCHOOL LIBRARIES

ELEMENTARY AND JUNIOR HIGH SCHOOLS

SCHOOL	REFERENCE		BOOKS		PERIODICALS		AUDIO-VISUAL		VERTICAL FILE	
	TOT	CDN %	TOT	CDN %	TOT	CDN %	TOT	CDN %	TOT	CDN %
OXFORD	'75	110	40	36	5741	549	10	38	19	50
	'80	95	60	63	6180	801	13	44	20	45
RICHMOND	'75	57	16	28	2830	303	11	34	10	29
	'80	104	48	46	3621	286	8	20	6	30
RIVERVIEW	'75	-	-	-	-	-	-	311	40	15
	'80	5	1	20	1187	62	5	475	72	15
ROCKINGHAM	'75	64	21	33	2617	167	6	-	-	-
	'80	120	42	35	4438	814	18	11	11	100
ROCK. HEIGHTS	'75	17	11	65	1297	34	3	435	124	29
	'80	56	15	27	1990	139	7	425	135	32
ST. AGNES	'75	30	11	37	1297	80	6	573	51	9
	'80	16	2	13	3086	287	9	827	112	14
ST. ANDREW'S	'75	72	22	31	3620	233	6	812	91	11
	'80	98	49	50	3911	432	11	843	105	12
ST. CATHERINE'S	'75	120	15	13	3668	507	14	294	61	21
	'80	176	36	20	4723	623	13	730	177	24
ST. FRANCIS	'75	40	4	10	2184	280	13	545	286	53
	'80	161	21	13	3790	383	10	1484	957	64
								777	128	16
								1239	432	35
								-	-	-
								118	118	100
								694	558	80
								249	133	53
								713	521	73
								265	250	94
								2021	1273	63
								563	441	78
								1603	958	60

DATE: May, 1980

CANADIAN MATERIALS IN HALIFAX SCHOOL LIBRARIES

ELEMENTARY AND JUNIOR HIGH SCHOOLS

TOT - Total library holdings
 CDN - Canadian library holdings
 % - Percentage of materials - Canadian

SCHOOL	REFERENCE		BOOKS		PERIODICALS		AUDIO-VISUAL		VERTICAL FILE	
	TOT	CDN	%	CDN	TOT	CDN	%	CDN	TOT	CDN
ST. JOSEPH'S '75	86	22	26	6	37	11	30	394	119	30
'80	98	43	44	14	34	13	38	826	96	12
ST. MARY'S '75	53	11	21	14	13	6	46	374	48	13
'80	53	14	26	15	12	7	59	924	453	49
ST. PAT'S COMP. '75	78	28	36	11	36	8	22	749	192	26
ST. PAT'S/ALEX. '80	180	56	31	10	36	12	33	1813	403	22
ST. STEPHEN'S '75	60	9	15	11	30	5	17	891	180	20
'80	103	18	17	18	39	8	21	1314	205	22
ST. TH. AQUINAS '75	88	12	14	5	12	7	59	91	18	20
'80	-	-	-	-	-	-	-	-	-	-
SIR. CH. TUPPER '75	66	26	39	9	12	1	8	281	22	8
'80	82	31	38	11	18	8	44	604	145	24
TITUS SMITH '75	35	11	31	17	9	2	22	347	145	42
'80	86	24	28	14	17	8	47	671	162	24
TOWER ROAD '75	113	41	36	16	12	6	50	689	443	64
'80	150	52	35	15	18	10	55	930	465	50
WESTMOUNT '75	56	14	25	6	35	8	23	364	55	15
'80	114	36	32	14	36	12	33	799	398	50

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TOT - Total library holdings
 CDN - Canadian library holdings
 % CDN - Percentage of materials - Canadian

DATE: May, 1980

CANADIAN MATERIALS IN HALIFAX SCHOOL LIBRARIES

HIGH SCHOOLS

SCHOOL	REFERENCE		BOOKS		PERIODICALS		AUDIO-VISUAL		VERTICAL FILE	
	TOT	CDN	TOT	CDN	TOT	CDN	TOT	CDN	TOT	CDN
HALIFAX WEST	'75	434	28	6	8900	727	8	229	20	9
	'80	650	98	15	7243	1655	23	750	394	52
J. L. ILSLEY	'75	200	43	22	2959	543	18	8	8	100
	'80	651	62	10	5132	810	16	11	11	100
QUEEN ELIZABETH	'75	198	33	17	8873	1655	19	1730	528	31
	'80	242	43	18	10,927	2751	25	2427	622	26
ST. PATRICK'S	'75	146	32	22	16,480	2772	17	1081	139	13
	'80	362	75	21	21,409	3700	17	1364	376	28
OTHER										
LIBRARY DEPT.	'75	66	19	29	2718	372	14	312	203	65
	'80	336	80	24	5346	1140	21	1904	567	30
GRAND TOTALS	'75	3,772	870	23	147,112	17,659	12	22,174	5,433	25
	'80	6,692	1,715	26	190,571	27,230	14	42,543	12,259	29

* Exact Vertical file
 figures unavailable.
 Estimated Canadian
 Content - 90%

A COMPARISON OF 1975 CANADIAN BOOKS
WITH 1979 CANADIAN BOOKS
IN THE FOLLOWING SCHOOLS

Page 1

March 9, 1979

Schools	Population	Total Book Count	1975		Total Book Count	1979	
			Canadian	% Canadian		Canadian	% Canadian
<u>Chebucto Heights</u> P - 6	(599)	2565	446	17 %	3611	702	19 %
<u>John W. MacLeod</u> 3 - 6	(221)	1785	254	14 %	2659	442	17 %
<u>Bloomfield</u> P - 9	(367)	4315	315	7 %	3967	421	11 %
<u>Grosvenor-Wentworth</u> P - 9	(427)	2505	263	10 %	4554	651	14 %
<u>Oxford</u> P - 9	(896)	5851	589	10 %	7687	1338	17 %
<u>Clayton Park Jr. High</u> 7 - 9	(402)	3433	340	10 %	3764	598	16 %
<u>Cornwallis Jr. High</u> 7 - 9	(204)	1880	438	23 %	2798	731	26 %
<u>Halifax West</u> 10 - 12	(1301)	9234	755	8 %	11134	1050	9 %
<u>Queen Elizabeth</u> 10 - 12	(1458)	9071	1688	19 %	12713	2583	23 %

A COMPARISON OF 1975 CANADIAN BOOKS
WITH 1979 CANADIAN BOOKS
IN THE FOLLOWING SCHOOLS

Page 2

March 9, 1979

<u>Schools</u>	<u>Population</u>	<u>Total Book Count</u>	<u>1975</u>		<u>1979</u>	
			<u>Canadian</u>	<u>% Canadian</u>	<u>Canadian</u>	<u>% Canadian</u>
<u>Library Department</u>	-	2784	391	14 %	1042	23 %
<u>OVERALL</u>						
<u>TOTALS</u>		43423	5479	13 %	9256	16 %

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APPENDIX H

A Report on Regional Library Holdings of
Canadian Book Titles from Various Catalogues

REPORT ON REGIONAL LIBRARY HOLDINGS
OF CANADIAN BOOK TITLES FROM VARIOUS CATALOGUES*

<u>Regional Library</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>Totals</u>
Annapolis	106	7	112	113	34	84	456
Cape Breton	170	20	119	119	42	81	551
Colchester	160	22	113	73	38	64	475
Cumberland	92	9	76	80	43	57	357
Pictou	126	21	125	112	39	99	522
Western	<u>162</u>	<u>8</u>	<u>95</u>	<u>95</u>	<u>42</u>	<u>95</u>	<u>497</u>
Totals	<u>816</u>	<u>87</u>	<u>645</u>	<u>592</u>	<u>238</u>	<u>480</u>	<u>2,858</u>

A = CBIC Checklist 3,600 Titles (fiction, folklore, geography, history, biography)

B = Atlantic Book and Periodical Publishers Catalogue (biography, fiction, history, children's, poetry)

C = WFNS Gift List (pages 15-25)

D = Read Right Across Canada

E = Guidelines for the Teaching of Canadian Literature, English 442

F = Canadian Books for Children 1982

*Based on an examination of card files in May-June, 1983.

APPENDIX I

Atlantic Region Publishers
(as prepared by Atlantic Publishers Association)

Before addressing the status of Atlantic publishers vis a vis their capabilities to produce educational materials and before identifying the kind of publishing programs each of the publishers carry, it's important that the person or persons reading this report understand the prime differences between publishers and printers. For there is a difference in most cases.

The Oxford paperback dictionary offers the following definition for a publisher: "a person or firm that issues copies of a book or newspaper to the public (distinguished from a printer who prints books etc., but does not issue them)."

Specifically, a publisher receives a manuscript from a writer. The MS may have been commissioned by the publisher, as happens quite often in educational publishing and less in trade. In trade publishing it is more common to take the manuscript offered by a writer.

When the publisher has made 'the decision to publish', he/she then buys the services, if they are not already available within the publishing house, of designers, editors, typesetter, proofreaders, paste-up people, plate makers, paper manufacturers, printers, binders, marketers, sales agents. Typesetting, plate making, paper stock, printing and binding, and sometime paste-up, are all usually supplied by the printer. There are companies who do nothing but typesetting and so that may be purchased separately as well. In very large companies such as Macmillan and Gage for example, the publisher may buy stock in bulk directly from the paper supplier.

More simply put, the printer is always paid by the publisher, who in fact, pays every bill for any manuscript which ultimately becomes a book. The publisher also pays a royalty to the author.

The activities of publishing and printing, then, are quite different. One may talk, for example, about the Ministerial Advisory Committee's report being printed, but it is not published until the Minister of Education issues it. Until the report is available to whomever may want a copy, it can only be considered to have been printed.

The rule of thumb for arriving at a retail price is the total of manufactured costs multiplied by five or six. This multiple allows for a 40% discount to bookstores IF it is a trade title; the markup covers administration, editorial design and cost of sales. In smaller companies a smaller multiple would probably be used.

For the most part, profits, if any, are considered generous if they run between 3-5% after net sales. An 8% profit is a bonanza.

In the Atlantic region there are about 12-15 publishers who are very active or have the potential to be so.

NEWFOUNDLAND

Breakwater Books--is about seven or eight years old. It is now considered to be in both trade and educational publishing. Many of the titles which fall into the area of trade should be in more school libraries in the region than is true at this time.

Recent policies announced by the Department of Education in Newfoundland, give a preference to Newfoundland publishers regarding the publishing of textbooks. Because of this encouraging development, Breakwater Books has produced texts for the province.

Jespersion Press--is unusual in that it is both a publisher and a commercial printer. The owners, Ivan and Molly Jespersen, operate as both publisher and printer. The entire process is under their direction from the decision to publish to the finished book. In this case, both publishing and printing are primary functions of Jespersen Press.

Jespersion Press may be considered both a trade and education house. It, too, has just been awarded contracts with the Department of Education to develop textbooks for the province.

Harry Cuff Publication--is a publisher who is not interested, to our knowledge, at this time, in getting into educational publishing. Cuff is considered to be a literary house, which means he publishes poetry, fiction and the occasional anthology. Most of his program includes Newfoundland writers, but many of his books should be in high school libraries. While Cuff may not be interested in producing a social studies textbook, he could very well be interested in considering an anthology for classroom use.

NOVA SCOTIA

Nimbus Publishing--for the time being is involved only in trade publishing. Nevertheless, like every other trade publisher, many of its titles deserve more attention from school libraries than they now enjoy.

Nimbus is a division of H. H. Marshall as is Readmore Bookstores (4) and A Pair of Trindles. Nimbus might be interested in pursuing educational publishing if it had the kind of support from the Department of Education which publishers in Newfoundland and now Prince Edward Island appear to enjoy.

Other private sector publishers in Nova Scotia who are publishing, on a regular basis, two or three or more titles a year are:

Lancelot Press--fiction, local histories, religion, nature, juvenile non-fiction. This company publishes and prints its own titles.

Four East Publications--history, non-fiction, travel, conservation, ecology. This company could become interested in educational publishing were the climate different in the Province of Nova Scotia.

Formac Publishing--history, fiction, juvenile, biographies.

This company was purchased by James Lorimer and Carolyn McGregor within the last year. Under the direction of the new owners it is reasonable to assume Formac's program will change drastically and that the publishers will be seeking to develop in the textbook market. Lorimer already has some expertise in the area, since his Ontario publishing company has published some material pertinent to the curriculum.

MacKenzie Books (Christmas Island)--fiction, poetry.

Except for Nimbus and the future developments for Formac, none of the other Nova Scotia publishers has shown any significant interest in getting into the production of textbooks. On the other hand, every publisher in the province and the region has material which should be in all school and public libraries. Pottersfield Press, Four East and Cuff Publications are all capable of producing an anthology for the classroom.

It is conceivable, however, that if there was greater support and commitment to local materials, which already exist, publishers might have more finances available to them and incentive to attempt the educational publishing market.

NEW BRUNSWICK

York Press, a scholarly house, has recently indicated its intention of entering the educational market and Les Editions d'Acadie publishes trade titles and is involved with the Department of Education, New Brunswick, in producing Acadian material for use in the classroom. None of the other publishers in New Brunswick--Fiddlehead Poetry Books, Lyndon House, Print 'N Press, Non-Entity, York Press--has shown particular interest in entering the educational market.

PRINCE EDWARD ISLAND

Ragweed Press, a trade house, is now involved in producing a textbook for the Department of Education, Prince Edward Island. This project has come to Ragweed as a result of the support and commitment from that Government's Department of Education.

SUMMARY

In the four Atlantic provinces, three publishers, two in Newfoundland and one in Prince Edward Island, have been given the opportunity to enter the lucrative education market, and--perhaps more important--to make significant contributions to the education and culture of the youth in their respective provinces. This has allowed them to utilize the talents and services of writers, designers, typesetters and in most cases printers and binders, if not in the region, then at least in their own provinces. These opportunities have come about in Newfoundland and Prince Edward Island because both governments have made significant strides toward supporting local publishing--education officials and the publishers work closely to bring about the kind of materials both want for the classroom.

About five or six publishers in the region have the potential to become involved in the production of textbooks. They must, however, have stronger support and commitment from school libraries to purchase existing supplementary materials; public libraries must be prepared to make a greater commitment to acquiring the material published by Atlantic publishers. In addition, publishers need a greater degree of commitment and co-operation from the Department of Education in order to enter the textbook market.

Publishers already take tremendous risks in publishing trade and library titles. It sometimes is two to three years before their investment of design, editing, typesetting, paste-up, plate making, printing and binding is recovered. Marketing of the book, which is a continuous activity, is also an ongoing cost. Therefore, Atlantic publishers, especially, must think long and hard before taking on the added risk of publishing textbooks, which if they are not taken by the Department of Education cannot be sold in bookstores. More important, Atlantic publishers are not often even privy to the requirements of the Department of Education.

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APPENDIX J

An Important Relationship--Author,
Publisher, Bookseller and Librarian

AN IMPORTANT RELATIONSHIP--AUTHOR, PUBLISHER, BOOKSELLER AND LIBRARIAN

The findings from James Lorimer's report Book Reading in Canada emphasize a very significant point about the importance of bookstores to publishers and writers: . . . bookstores are the single most important source of awareness"

Throughout the committee's investigation, it became apparent on more than one occasion, how important the author-publisher-bookseller-library relationship was to the overall success of the book industry.

A book's most significant success is judged largely by the sales made from booksellers to consumers. Without these sales, publishers are left with inventories to the detriment of a continuing publishing program. And, of course, without publishers, the writer's talent receives little if any exposure. To a large extent, then, everyone's success depends significantly on the availability of bookstores to the public and their capacity to stock, display, promote and sell books. Consequently, it is very important that, wherever possible, institutions are encouraged to support local bookstores. Most communities are not large enough to support a bookstore, yet the money spent by institutions to acquire books, outside of the local area, would adequately support a bookstore in many communities.

For a start, regional publishers, writers and booksellers would benefit substantially if there were a commitment from the library and other institutions to buy regional books, if not all books, from the local bookseller.

For information on book publishing, marketing, distribution and industry policies contact:

Canadian Book Information Centre
Killam Library
Dalhousie University
Halifax, Nova Scotia
B3H 4A8
(902) 424-3310

Atlantic Publishers Association
Killam Library
Dalhousie University
Halifax, Nova Scotia
B3H 4A8
(902) 424-3525

For information about writers and writing contact:

Writers' Federation of Nova Scotia
P.O. Box 3608
Halifax South Post Office
Halifax, Nova Scotia
B3K 3K6
(902) 423-8116

For information about booksellers and bookselling contact:

Atlantic Provinces Booksellers Association
c/o The Book Room Limited
1664-1666 Granville Street
Halifax, Nova Scotia
B3J 2N7
(902) 423-8271

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